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ABSTRACT

From its perspective of experience in the field, this book offers practical and specific guidance for successfully managing an organized summer camp. It may also serve as a beginning orientation for potential camp directors, a quick reference for experienced directors, or a text for entry level courses in practical camp administration. This second edition updates materials to the latest version of American Camping Association's national standards manual. Topics include: (1) the camp director's role and responsibilities; (2) program design; (3) recruitment, organization, training, and supervision of staff; (4) recruitment and preparation of campers; (5) site preparation; (6) legal and regulatory matters; (7) operation and supervision of program services and central support services; (8) evaluation of program and staff; (9) finances; and (10) volunteers. Appendices list governmental, international, and national organizational resources. This book contains 239 references for additional reading on administration, aquatics, committees and volunteers, campcraft and outdoor living skills, environmental education, site and facilities, food services, handicrafts, health services, Indian lore and crafts, land sports, music and art, recreational and program activities, religious emphasis, special populations, counseling, staff supervision and training, and winter programs. (SV)

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by Armand and Beverly Ball

BASIC CAMP MANAGEMENT

An Introduction to Camp Administration

RC016958

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by

Armand and Beverly Ball

An Introduction to Camp Administration

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Martinsville, Indiana

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Dedicated to

Kathy and Robin,
who found a love of people
and of the world outdoors
while growing up at camp.

The Staff of YMCA Camp Widjiwagan,
St. Paul, Minnesota,
1963-1974,
who will always
be a part of our lives.

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". . . the ultimate effect of the director's role is how well he/she enables other staff to fulfill their greatest potential."

Camp Nebagamon for Boys, WI

What Is My Job?

1

1

If one were to line up ten experienced camp directors and to ask them what the job of a camp director is—one would probably get ten different answers. To survive, a camp director must possess a smattering of many skills and must combine many rules: cook, bookkeeper, plumber, minister, teacher, nurse, electrician, mechanic, salesperson, lawyer, politician, corporate executive, naturalist, and eternal optimist. Every camp director will discover new dimensions to the job each summer.

A new camp director's first task, if a thorough job description is not supplied, should be to develop one in consultation with various people at the particular camp. Every camp owner will have different expectations: for example, in one camp, the bookkeeping may be handled entirely by a centralized organization office while in another the bookkeeping may be part of the director's job. A summer day camp director's duties and concerns will differ from those of a year-round, residential camp director.

Once a job description is written, it is vital for a new director to have a clear understanding with his/her supervisor as to the priorities of the job. All things are not possible immediately, so the owner's/supervisor's expectations need to be clarified. One's plan of work for the upcoming months should reflect both the priorities of the supervisor or the camp owner and those of the camp director.

Beyond asking "What is my job?", it may be more important for the new director to ask "What kind of director do I wish to be?" The attitude with which a director begins work may well effect his/her ultimate job performance. What kind of camp director *do* you wish to be? Only careful thought can prevent the new director from being cast in stereotypic roles like the following ones:

—*Joe Doer.* He is the only one who knows how a thing is to be done and consequently he does *everything.* Others may assist him, but ultimately he must be in the forefront and *do it.*

—*Jerry Delegator.* He delegates everything. Everyone else does the work; he simply makes the assignments and gives out the gold stars.

—*Happy Mary.* She wants to make everyone happy and cannot operate if anyone is unhappy with her or does not like her decisions.

—*Mike Fix-It.* He loves to fix anything that goes wrong—plumbing, locks, typewriters, motors, cars. He leaves the program and other areas of camp to the rest of the staff.

—*Alice Waterfront.* She was always a great swimmer and directed waterfront when a camp staff member. You will always find her at the waterfront; she personally plans the water carnival.
—*Uncle Henry.* He is the father figure of camp—everyone calls him "Uncle"; he loves to sit by the fireplace and spin tales or ride the little boys on his shoulders.
—*Office Sam.* He spends all day in the camp office, signing checks and letters, and writing parents. He lets the program directors walk over camp, and check on activities, the kitchen or the health service. You know where to find him anytime you need him—behind his desk.
—*Easy Millie.* What do *you* want to do? The decision is *yours.* Do it in whatever way you would like. Any way suits her, and she seldom expresses an opinion.
—*Bossy Mac.* He'll tell you how to do it. He makes the ultimate decision on anything in camp—from where the hiking trip is going, to when camp is having roast beef. There is no question as to who is *boss.*

Hopefully, you will not be any *one* of these directors, but they *do* exist.

The primary task of the camp director is to be an "enabler." In her book, *Social Group Work: A Helping Process*[1], Gisela Konopka characterizes the leadership role as one of enabling, of trying to discover the way in which one can enable others to accomplish their best performances. To be an enabler one has consciously to outline the goals an individual wishes to attain and to analyze that individual's abilities and capacity to reach those goals. Where a person's abilities are inadequate for the task, what can one do to help that person accomplish that task?

To "enable" one must also have confidence in what the person can do or become. Often one must look beyond an individual's immediate abilities or failures to see his/her potential for future accomplishments. The effective enabler sees potential and seeks to provide opportunities for the individual to grow and fulfill that potential. Such an approach to leadership will necessarily cause some disappointments but may also provide many moments of shared pleasure.

However, there are some areas of camp life the supervision of which the director can never delegate to another staff member. These are *ultimate* responsibilities which belong only to the director:

—The health and safety of persons in camp.
—The fun for the camper.
—The role of employer.
—The implementation of camp policies.
—The handling of legal obligations.
—The liability for negligence.
—The investment in property.

To make sure that these ultimate responsibilities are met, the camp director must understand the basics of every area of camp life. He must observe these areas firsthand at regular intervals and use check points to help evaluate performance. The supervision of areas in which the director has expertise can

easily be delegated and checked on informally; areas in which the director has little experience require not only employment of persons with skills and experience in that area, but also close supervision from the director until he/she is sure that the essentials are being covered.

Certainly the camp director should enjoy his/her job and should find portions of the job fulfilling. If a director is skilled in a certain area, there is no reason why he/she should not utilize those skills as long as he/she does not neglect the director's ultimate responsibilities. On the other hand, if staff and campers are to feel that all parts of the camp program are equally valid, the director must exhibit understanding and appreciation of all areas of camp life.

A camp director, by the very nature of his/her responsibilities, cannot readily avoid being the key person in camp. However much work may be delegated or responsibility shared, the camp director will remain a primary figure in camp life. To be such a dominant figure is not necessarily undesirable, but the ultimate effect of such dominance will depend on the role the director takes on and how well he/she enables other staff to fulfill their greatest potential.

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1. Konopka, Gisela. *Social Group Work: A Helping Hand* (Englewood Cliffs, NJ: Prentice Hall, 1963).

What Is Camp All About?

2

After gaining a clear notion of the requirements of his/her new job, a new director's next step should be to learn as much about the current operation of the camp as possible and, particularly, about the camp's purpose and objectives. Though not necessarily recent or accurate, old camp literature can give a clue to the expectation of the parents of previous campers and, hopefully, to the intentions of previous administrators. It may also be helpful to have a definition of the purpose, goals, and objectives of the camp.

4

Purpose—the essential reason for the camp's existence.

Example:

"The principal purpose is to help young people of all backgrounds to grow into responsible maturity through the application of Christian principles by affording each camper the opportunity to gain a deeper understanding of himself and his relationship to God and his fellow man in a setting of wilderness adventure."[1]

Goals—the more specific things the camp wishes to accomplish in the lives of its campers.

Examples:

—To develop an awareness of one's natural environment.
—To develop an awareness of others.
—To develop an awareness of one's self.

Objectives—specific experiences or measurable attainments on the part of the camper which contribute to the achievement of the overall goal

Examples:

—Camper (as a member of a group) has accepted and carried out his idea for an activity or product.
—Camper has learned and demonstrated at least two skills necessary for lake canoe tripping.
—Camper has expressed himself/herself about God in small group discussions.

". . . to help young people of all backgrounds to grow into responsible maturity . . ."

Echo Lake, NY

A general overriding *purpose* or statement of being should be broken into several specific *goals* which speak to specific expressions of the purpose, the achievement of which can be measured by a camper's accomplishment of measurable *objectives* under each goal.

Only one or two of the three may be written down. Perhaps, an overriding purpose or some specific goals may have been defined by previous directors. These may not be written in separate documents but may be discovered in a number of different places:

1. In camp brochures.
2. In previous minutes, if the camp is operated by a board or committee.
3. In the articles of incorporation, if the camp is incorporated.
4. In conversation with a previous director or with the executive of the organization.
5. In reports from previous summers.

When he has collected statements of these purposes, goals, or objectives (whether verbal or written), the new director may find it helpful to write them out as clearly as possible and then to examine them carefully. He/she should examine them for clarity, appropriateness to current community patterns and attitudes, and to the operator's expectations. He/she should also determine if they parallel his/her own personal camp philosophy. He/she should examine these statements with the camp supervisor to see if they interpret these goals in similar ways. If possible, the director should also examine them with any operating committee/board, its executive committee or other small responsible group from the board.

When he/she clearly understands the stated purposes and objectives as they were defined in the past and as they are now preceived by the operator (committee, board, executive), the new camp director should determine if there are any parts of the purpose, goals, or objectives which are in conflict with his/her personal philosophy. Usually, it is a good idea for the new camp director to try to operate under the stated purpose/objectives (even if a conflict exists) for at least one summer before making or suggesting any significant changes. Operation is a test of the validity and relevance of a camp's purpose/objectives.

If there is a major philosophical difference between the camp director's philosophy and that of the operator, it is well to discuss it with one's supervisor and, ultimately, with the operating committee. One should not expect an operator to change the philosophy of operation with the arrival of each new camp director; such changes are more likely to be meaningful if they are based on actual experience of a summer's operation. One should not hesitate, however, to seek clarification of the meaning of purpose or objectives. Though a purpose may remain vague or idealized, the objectives should be stated in specific terms which provide measurable targets for staff. For example:

Objective

Camper performs at least three physical skills which he could not perform upon arrival at camp or performs them at a higher level than upon arrival.

Experience	*Method*
a. Instructions of skills in indigenous program areas at beginning and intermediate level: —outdoor living skills —aquatic skills —archery—target and field —arts and crafts —nature and lore —horseback riding	Instructional method emphasizes problem solving and learning of skills while using them.
b. Instruction in skills in indigenous program areas at advanced level in above areas.	Campers guided by counselor to identify own skill learning needs when planning individual or group activities.
c. Individual choice of daily free period activities	All staff capable of instruction through intermediate level.

CHECKPOINTS

1. Do you have a written statement of the camp's purpose and objectives?
2. Have you tested the purpose/objectives with the operator (supervisor and/or committee)?

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA, B-1, B-2.
2. Regulations: none, except as may apply to the 501 (c) (3) tax exempt status with the Internal Revenue Service.

1. *Staff Manual.* Camp Widjiwagan Branch, YMCA, Camp Widjiwagan, St. Paul, MN, 1974.

Where Does the Program Begin?

3

New camp directors are generally most interested in the actual program of a camp and find greatest initial satisfaction in their day-to-day relationship with campers and staff. Therefore, a new camp director's program plan may be more clearly defined than his/her camp philosophy or purpose/objectives. Yet, a camp's program is everything that happens in the camp—from brushing teeth in the morning right on through cabin cleanup and meals to sleep in the evening. The essence of the organized camp experience is that it places campers in a new living situation which is somewhat removed from their normal one (home, school, neighborhood). The *resident* camp provides an opportunity to make this a continuous living experience, thereby creating a situation in which the camper relies largely upon himself/herself and his/her peers to cope with that new milieu. The *day* camp provides an opportunity for the youngster to deal with that new milieu for shorter periods and to return to his/her normal environment daily to test the new milieu against it. Both settings are of value for particular children; their value is difficult to duplicate in any other type of educational recreational pattern.

"Program is . . . everything that happens in camp."

To approach this setting with ideas about program activities or function, but without a clear statement of the camp's purpose/objectives may provide a good time for campers, but may meet neither the expectations of parents nor those of the operator. In other words, the program should be designed to meet the objectives of the camp; this does not imply that it is possible to meet all the objectives in a measurable, successful manner in one's first year as a camp's director. However, operation which does not take these objectives into account may create dissatisfaction on the part of the operator or community and may affect the allocation of operating funds for the camp.

Camp programs and objectives vary widely. For example, there is a considerable difference between the two programs illustrated below and between the objectives out of which they grow.

Objective 1	**Objective 2**
To help campers develop competitive sports skills for satisfaction on teams	To gain a sense of responsibility in group living
Program Targets for Objective 1	*Program Targets for Objective 2*
—To have the camper choose a sport —To test the camper's initial skill in that sport —To provide coaching and practice for the camper in skills in that sport —To test the camper's skills following the coaching/practice	—Observe the points at which the camper assumes responsibility in the living unit and daily activities —To help the living group plan daily activities and carry out specific responsibilities for the accomplishment of that plan —To spend time with each camper and in the group discussing who has fulfilled responsibilities

Obviously, both types of objectives are legitimate, depending upon the needs and interests of the child, the expectations of the child's parents, and the purpose of the camp. However, different objectives will lead staff members to different types of program development and scheduling. Thus, it is crucial for the director and staff to share clearly agreed upon objectives before program planning begins.

A camp program can meet a variety of objectives, but it can do so effectively only if the program approach and schedule reflect the goals and purpose of the owner or director and incorporate some specific targets by which progress toward these goals can be measured.

Over the years two different philosophies, centralized and decentralized, have been identified with camp programs. Under a centralized program philosophy, activities are planned by a broad representation of the camp (whether staff or camper/staff) and scheduled so that campers may parti-

cipate in activities of their choice and return to the living group only for special events, sleeping, and sometimes eating. The emphasis in this type of camp philosophy tends to be on variety of activities and on all-camp activities or unit activities by age group.

On the other hand, under a decentralized program philosophy activities are planned by the individual living group, depending a great deal on the group work process; the group joins the larger camp community only for special events, certain meals, and primary services (health services, supplies). The emphasis here tends to be on the group relationships and on developing independence from the larger camp community, even to the preparation of certain regular meals. Naturally, it is possible to combine the two philosophies. In many cases the camper's day is divided between centralized activities and activities within the living group. *(Illustration 3.1)*

Illustration 3.1

SAMPLE CENTRALIZED/DECENTRALIZED PROGRAMS

Centralized		Decentralized
7:30 AM	Arise	8:00 AM Breakfast
8:00 AM	Flag Raising	Activities planned by Living Groups which may include lunch and rest in group or at central dining hall
8:15 AM	Breakfast Cabin Cleanup	
9:30 AM	Activity Period 1	12:30 PM Lunch
10:45 AM	Activity Period 2	Rest period
12:30 PM	Lunch	Rest period
1:15 PM	Rest Period	Activities planned by living groups
2:15 PM	Activity Period 3	
3:30 PM	Activity Period 4	
5:00 PM	Open Swim	
6:00 PM	Dinner	6:00 PM Dinner
7:00 PM	Free Time	Activities in living groups or units with occasional all-camp activity
8:00 PM	Evening Program	
9:30 PM	Taps	

Finding one's position on this philosophical line takes a bit of time and experience. If one begins with the camp's stated objectives and a camp director's targets, it is possible to examine several different utilizations of the philosophies and see which seem to meet the targets in the simplest way.

Other Factors

The location of living areas and physical facilities will influence one's ability to operate fully on either a centralized or decentralized basis. Though

it is possible to make certain adjustments, the physical layout of the camp does have to be considered early in program planning. Consideration must also be given to the age of the campers served by the camp. The choice of program activities or emphases as well as the level of instruction or skill will depend, to a large degree, on the ages of the campers to be served.

To ignore the needs and interests of the clientele, or potential clientele, of a camp can make all questions about camp objectives irrelevant. Though some parents still *send* their children to camp, today's camper has more to say about going to camp or the type of camp to which he/she goes than have campers in the past. This is particularly true of returning campers who may be looking for new experiences or skills.

In designing program objectives and activities, the director needs to give thought to how such interests may be discovered prior to the planning of program and the hiring of staff. Interest finders or visits with groups of campers can be helpful; also, listening to campers during one summer will often give a camp director clues for the next season.

Unless the camp serves a very narrow age range, it is important to consider the camper's need to progress within various program activities. They receive considerable satisfaction from being able to move to the more advanced level of an activity because they have achieved a certain proficiency in that area. Obviously, a camper, upon reaching adolescence, is less likely to return if the program activities from which he/she chooses are similar to the ones in which he/she participated as a younger camper. Therefore, the possibility of advancement or progress in various activities should be obvious early in the camper's experience. Hopefully, progress can be based on some other criterion than age, since children mature at such different rates in early adolescence.

The sex composition of the camper community will also influence program considerations or emphases; a coed camper community will require additional approaches to the program philosophy.

CHECKPOINTS

1. What are your program targets under each of your camp's objectives?
2. In what ways do the facilities and setting dictate a certain approach to the operation of program? List and identify.
3. Test the application of both a centralized and decentralized approach to a number of your program targets.
4. Test a combination of the centralized and decentralized approaches in the same manner.
5. When you have found the approach that seems most easily to meet the targets you develop in #1, try to detail this approach on paper.
6. Test this on other persons (former staff, board members) familiar with the camp's program, facilities, and objectives.

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA.

   D-1 through 8, D-10 through 16

The Recruitment and Organization of Staff

4

Although the individuals on a camp staff will influence the program, the camp director will hopefully have an opportunity to recruit and train the staff so that they are suited to the program's objectives and targets. If the new camp director arrives after staff recruitment has been completed, then a careful review should be made of the program to determine how it is affected by the individual abilities and skills of the staff selected; program plans should then be adjusted accordingly. It is also desirable that the new camp director have the opportunity to develop an ideal organization for his/her staff before beginning recruitment.

The camp's program philosophy will naturally affect staff organization and design since:

1. Program specialists are most often the primary focus of the day's scheduling in a centralized philosophy, while counselors are more often the focus in a decentralized philosophy.
2. Authority for scheduling and supervision lies with program/administrative staff in a more centralized philosophy whereas it resides in the living group counselor in the decentralized approach.

Therefore, the more a camp program leans toward centralization, the more important it is to hire persons with competence in a specific skill area and with good instructional abilities. Obviously, that instructor must also know how to teach children and should have had enough child psychology to understand the developmental tasks suitable for various ages of children. To have expertise in a program skill does not necessarily mean that one can teach it nor that one knows how to apply it on the readiness level of different ages of children.

In a centralized program, the program specialist often lives in the camper living unit as a secondary counselor but most often does not assume the chief responsibilities of a counselor. On the other hand, the head counselor in the living unit often also assumes responsibility for assisting in a specific program area, since only a few hours of the day are spent in direct, living group activities.

A decentralized program requires counselors to have more general skills in various program areas since the primary authority for daily planning and scheduling lies within that group. Under a decentralized program, there are usually fewer program specialists, and those who are present have a different

role. They are available to lead activities within individual living groups at the group's request.

In all camps, the areas which most often require program specialists are waterfront and horseback riding. Where there are instructional swim periods there should be a person with either YMCA Instructor in Swimming and Life Saving, American Red Cross Water Safety Instructor, or Aquatic Instructor BSA. Where there is no instructional swimming the situation may only require a person certified as a BSA Lifeguard, American Red Cross Advanced Lifesaver or Lifeguard Training, or YMCA Lifeguard. If there is small craft activity, then certification specific to the craft (canoe, kayak, sailboat) should also be required in addition to life saving. However, a person holding an American Red Cross Water Safety Instructor is not required to hold an Advanced Life Saving certification. In addition, regulations and/or standards require the development of a plan which is specific to your program identifying the ratio of lifeguards to campers.

In camps with horseback riding and/or riding instruction, both safety factors and the importance of animal care require the presence of persons with experience and instructional skills. This field has been slower to develop a common certification, but horsemanship training is available at various universities, riding academies, and in the Army. The Camp Horsemanship Association has developed a certification and standards program which is applicable to most camp programs.

The supervisory personnel required in a camp organization will also vary somewhat with the type program operated. A centralized program will most often require a number of program department heads such as waterfront, crafts, sports (which can be broken down by individual sports), as well as a unit or head counselor who supervises a certain number of living units and their counselors. In this case, program scheduling is a function of the director or program director with the unit or head counselors and department heads.

The decentralized program will normally require fewer department heads in specific program areas and more unit or head counselors. A program director here serves more as the supervisor/coordinator of unit counselors and less as the designer of the overall camp schedule.

The amount of emphasis placed on various positions will depend on the degree of centralization. Three samples of camp program staff organizations are shown in *Illustration 4.1*. However, it must be emphasized to the new camp director that it would be unwise for him/her to adopt one of these organizational patterns wholesale, unless it grows naturally out of the camp's program objectives and targets.

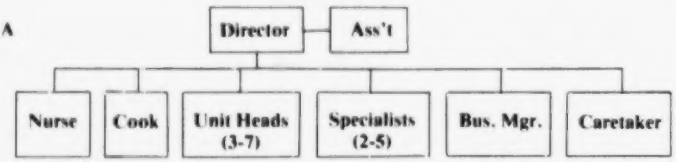
While there seem to be more similarities than differences among most administrative camp staff organizations, different program philosophies affect the emphasis placed in certain areas. For example, most camps will require drivers and food allotment for tripping. A camp which strongly emphasizes this aspect of its program will require full-time personnel to perform these tasks, whereas another camp may assign these jobs to persons with other major responsibilities.

More common administrative staff organizations are shown in *Illustration 4.2*. The size of the camper population will determine, to a large degree, the size of various departments. There are no standard guidelines as to the proportion of administrative staff to camper population; but a starting

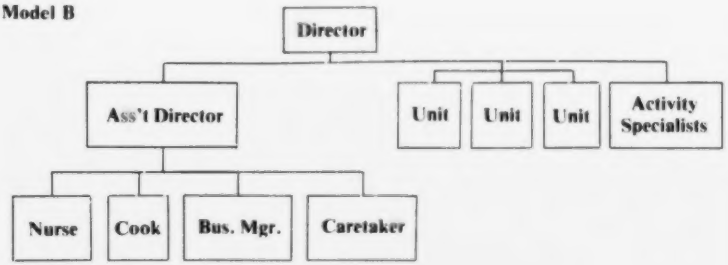
Illustration 4.1

CAMP STAFF ORGANIZATION CHARTS

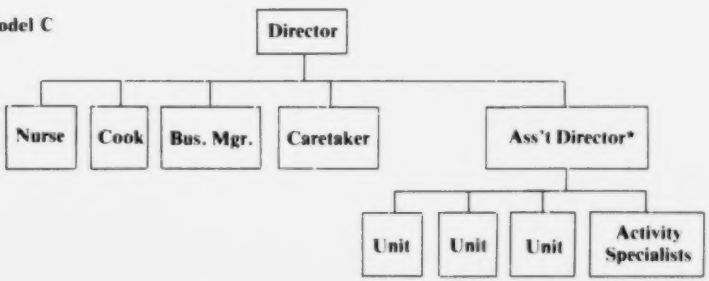
Model A



Model B



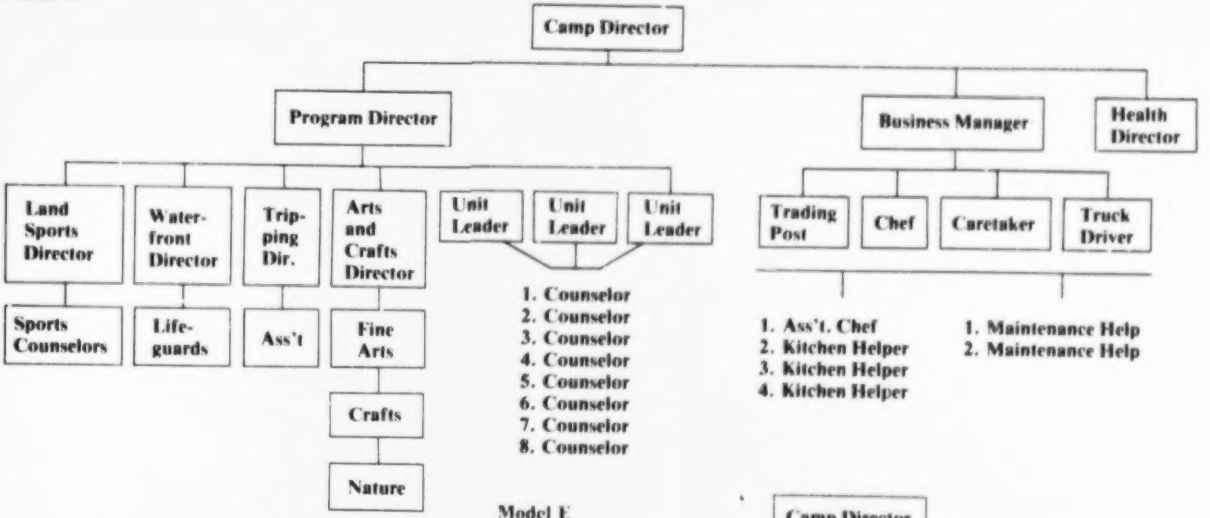
Model C



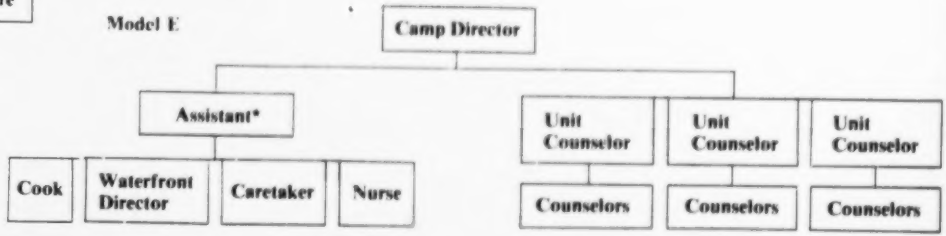
living group counselors

***or Program Director or Head Counselor**

Model D



Model E



*This person may be the Business Manager, Assistant Director or Program Director. There may be a fifth position for a program coordinator who serves as a resource to the counselors in program activities desired by decentralized groups.

Illustration 4.2

point, before all the exceptions that can be raised, might be:

Food Service: 1 cook and 1 dish and pan washer for every 50 to 60 campers.

Health Service: 1 nurse and 1 additional nurse for each 100 campers over the first 175.

Maintenance ratios are almost impossible to generalize because of the variation from camp to camp in the number and the complexity of facilities (running water, electricity, buildings vs. tents, laundry, sewer). The employment of a year-round, full-time caretaker will lessen the number of seasonal employees needed in this area.

Factors in Employment

Age is a primary employment factor which must be considered carefully. The accepted age for camp counselors is eighteen or above. Certainly, age is no guarantee of maturity, but experience has shown that persons over eighteen tend to be more mature than persons younger. It is essential to have a person of legal adult age in certain positions such as in waterfront supervision, driving of passenger vehicles, or supervision of camper groups taken off the campsite for extended tripping or travel. Supervisors should generally be two or more years older than the staff they supervise.

Sex has become less a factor in camp employment in recent years; the employment of coed staff is generally acceptable practice for camps serving only one sex. However, counselors who live in the same shelter as campers are generally of the same sex.

For certain staff positions it is essential to hire staff with previous experience. Of course, experience is a plus in any position. Obviously, the value of a potential staff member's experience depends upon the situation in which it was acquired. A camp director can best determine the value of such experience from references or in an interview.

The camp director must consider skill as well as experience when hiring staff, especially program specialists. Various kinds of skill certification are available in such areas as waterfront, riflery, health service, campcraft, and horsemanship. In other areas, where certification is not available, the director must seek other ways of evaluating the skill levels of applicants.

Background is another factor the director should consider in hiring. If a person comes from a cultural or ethnic background different from the majority of staff, he/she can add an exciting dimension to the experience of both campers and staff. However, it is important that the prospective staff member be given a clear picture of the type of situation, and of the staff and camper community in which he/she will work. The ability or willingness of the staff person to be flexible will be as vital to a good experience as will the flexibility of the camper/staff community.

The camp director should take steps in the employment process to minimize the risk of child abuse. The director should examine job descriptions,

application forms, interview checklists, reference forms, contract forms and staff training outlines from three viewpoints:

1. Where questions are asked, do they get at the key clues to previous incidents of abuse activity?
2. Where statements are made about the position and the job requirements, is it clear that abuse will not be tolerated and that the welfare of the camper is a primary job responsibility?
3. When training is given, is the subject of child abuse covered thoroughly so that staff have an understanding of what is involved and what their responsibilities are?

It should be recognized that the director has a responsibility not only to use every step possible to prevent the abuse of children but also to document that such steps were taken in case of an incident and subsequent litigation. Written documentation will be mentioned again and again since that is the best defense in the protection of the camp.

Many states are now making it possible for camps to secure criminal record checks on all applicants or potential employees. Such checks often require the applicant to request the state police to file such a report. However, reports often do not reach the camp until four to eight weeks afterward. The average cost of $15-$20 per applicant legally should be borne by the camp as a condition of employment. There is a serious question about the usefulness of such checks in the seasonal camp employment situation where most of the staff members are college age. Although such checks may not be required by most states, questions of liability can arise if an alleged incident occurs and a camp has not utilized the available service. It is, therefore, important for a camp to make a policy determination about whether such checks will be required and on which employees, if any.

Job descriptions for each position should be developed early in the recruitment process so that applicants being interviewed or recruited may better understand the staff position. Obviously, changes will have to be made in initial descriptions after persons are employed and the summer staff is in residence—but this should be done with the full participation of the staff members concerned. In every job description, it is wise to have a statement which identifies that the position has responsibility for the health and welfare of campers. A sample job description format is given in Appendix A; sample specific descriptions are available in various works.

Beyond the data ordinarily required for employment, a camp staff application form should emphasize the skills and experience required in the job descriptions (counseling experience, ability in skill areas). A new camp director should be aware of the importance of eliciting on the application only that information which is needed for a decision about the job and, on the other hand, of requiring all information which is needed to determine if an applicant meets all personnel selection requirements. For example, it is permissible to ask sex or if a person is at least a certain age if the job requirements demand a certain sex or minimum age; but asking for that information when the job does not require it may open the camp director to charges of discrimination. (*Illustration 4.3* shows an application developed by ACA.)

Illustration 4.3 (Front)

CAMP STAFF APPLICATION

Developed by American Camping Association, Inc.

Return to:

(Please type or print)

Date of Application _____

NAME _____ Social Security Number _____

Permanent Address _____ Telephone # ( ) _____

_____ Zip Code _____

School/Business/Other Address _____ Telephone # ( ) _____

_____ Zip Code _____

Are you under 18 years of age? If so, state your age: _____

Must family accompany you to camp? _____ Salary Desired _____

What type of position do you want at camp? _____

Education

Schools Attended	Major Subjects	Dates Attended	Degrees Granted, If any

Past Employment as well as volunteer experience in working with youth ages 5-18 (List all previous work experience-continue on separate sheet, if necessary)

Dates	Employer and Supervisor	Address	Nature of Work

Camp Experience (Continue on separate sheet if necessary)

Camper or staff?	Camp	Director	Address	Dates

References: Give names and addresses of 3 persons (not relatives) who have knowledge of your character, related experience and/or ability.

Name	Address and City	Telephone

Dates available: From _____ to _____

Illustration 4.3 (Back)

In the following list, put numeral "1" before those activities you can organize and teach as an expert; "2" for those activities in which you can assist in teaching; and, "3" for those which are just your hobby.

Arts and Crafts

__Basketry
__Ceramics
__Electronics
__Ham Radio
__Indian Lore
__Jewelry
__Leather Work
__Macrame
__Metal Work
__Model Rocketry
__Nature Crafts
__Newspaper
__Painting
__Photography
__Darkroom
__Plastics
__Sculpture
__Sketching
__Weaving
__Wood Carving
__Woodworking
__ _____

Campcraft & Pioneering

__Campcraft
__Campcrafter
__Adv. Campcrafter
__OLS Instructor
__Hiking
__Orienteering
__Outdoor Cooking
__Overnight Camping
__ _____

Dancing

__Ballet
__Folk
__Social
__Square
__Tap
__ _____

Dramatics

__Creative
__Play Directing
__Skits & Stunts

Music

__Lead Singing
__Instruments
__Accordian
__Bugle
__Piano
__Guitar
__ _____
__ _____

Nature

__ACA Ecology Counselor
__Animals
__Astronomy
__Birds
__Conservation
__Flowers
__Forestry
__Insects
__Rocks & Minerals
__Trees & Shrubs
__Weather

Sports

__Archery
__Archery Cert.
__Badminton
__Baseball
__Basketball
__Boxing
__Fencing
__Fishing
__Bait Casting
__Fly Casting
__Hockey
__Informal Games
__Ping Pong
__Riding
__CHA Certification
__HSI Instructor
__Rifelry
__NRA Instructor
__Soccer
__Softball
__Tennis
__Track & Field
__Volleyball
__Wrestling

Water Front Activities

__Aquaplanning
__Canoeing
__Diving
__Life Saving
__ARC/WSI
__BSA/Aquatic Instructor
__YMCA/Leader Exam
__ARC/Lifeguard
__BSA/Lifeguard
__YMCA/L.Sav./L.Guard
__Rowing
__Sailing
__Scuba
__Swimming
__Synchronized Swimming
__Water Skiing
__ _____

Miscellaneous

__ARC Advanced Cert.
__ARC First Aid
__Auto Mechanics
__CPR
__Campfire Program
__Carpentry
__Electrical
__Eve. Program
__Farming
__First Aid
__Library
__Plumbing
__Shorthand
__Story Telling
__Type
__Worship Services

Do you drive? _____ Valid License? _____ License # _____ State _____

Do you have a current chauffeur's-type license? ___

What contribution do you think you can make at camp?

What contribution do you think a well-run camp can make to children?

Have you been previously convicted of a felony? If so, provide dates and circumstances on separate sheet.

Do you have any impairments, physical or mental, which would interfere with your ability to perform the job for you have applied? If so, what?

Write a brief biographical sketch on separate sheet including specialized training in camping, and experience or training in other fields which might have a bearing on the position(s) for which you are applying.

Are you available for an interview? Where?

Signature: _____

All statements become part of any future employee personnel files.

(ACA-12/86/jhc

Specific questions should be asked about previous convictions for child abuse, and it would be helpful to clear those questions with the camp's attorney. For instance, you might ask:

— Have you been previously convicted of a felony or misdemeanor? If yes, please indicate on a separate sheet of paper the convictions, dates, and circumstances.
— Have you been convicted of a child abuse or sexual abuse offense?

It is also wise to provide enough space on the application form so that every job situation can be listed, enabling you to check for lapses in employment. Such lapses give you an opportunity to ask questions about that period, in case such incidents were the cause.

In the development of the application form, a new director will need to decide if references are necessary and how they will be utilized. Generally, job applicants request references from persons they know will give them favorable recommendations; it is unusual for persons giving written references to make negative comments. This does not necessarily mean that references are useless, but rather that care should be exercised in requesting them. If one's concern is job performance, one should ask for the names of an applicant's supervisors in the last three jobs rather than for references. If one's concern is the applicant's ability to relate to children, then one should ask for the names of persons who have had the opportunity to observe the applicant in a position where he/she taught or led children of specified ages. If one wishes simple character references, one should prohibit the use of relatives. If one's concern is performance in a certain skill area, then one should ask for persons who have observed him/her as a teacher of that skill or as a member of a team practicing that skill.

It is unwise to employ a person without some check of his/her references. If prospective employees come from one's immediate geographical area, one may find that a telephone check of references is most effective since some persons are more willing to make negative observations verbally than in writing. If one utilizes telephone references, one should develop a system for recording notes on the conversation which can be filed with the job application. If one requests written references, it is courteous to include a stamped return envelope. Some employers give the prospective employee the reference forms and ask them to send them out and to furnish the stamped return evelopes. If a director has any questions about an applicant after he/she has received written references, he/she should make a final telephone check.

The Job Interview

References are more important than ever with new awareness of the potential of employing child abuse offenders. Specific questions *(Illustration 4.4)* should be asked about whether the applicant has any proclivity toward child/sex abuse. Where telephone checks are made on references, careful notes should be taken on each conversation and placed in the applicant's personnel folder.

A job interview is an important step in the employment process and should be used in every case possible. It is helpful for a director to have the written

application and references for examination prior to the interview. Too often inexperienced directors talk for the majority of the interview time. Although it is important to furnish the applicant with an adequate and accurate picture of the employment situation, it is even more important that the applicant do most of the talking. The director should ask specific questions and listen carefully to detect the applicant's inadequacies and also to spot potential trouble areas. He/she should think questions through in advance and maintain a conversational, relaxed atmosphere for the interview; a quiet place with comfortable chairs can help. Interruptions for telephone calls or messages should be avoided if at all possible. It is helpful to take written notes on the interview for later comparison and review.

An interview should also provide adequate opportunity for the applicant to ask questions, thus to become well acquainted with the camp's goals and objectives and to gain a clear idea of the camp's operation. The questions the applicant asks are indicative of the interest, understanding, and capacity of the person. The director must be careful to be open and receptive during the conversation so that those questions surface.

Illustration 4.4

REFERENCE QUESTIONNAIRE **Confidential**

_____ has applied to work on the staff at Camp

_____ as _____ for this summer. This person has given your name as a reference who could evaluate his/her past performance as well as potential for the above position. Please give careful consideration to the ratings below.

In checking off the items listed under the seven personality characterisitcs, please remember that it will be the truly exceptional person who ranks high in *all* categories.

OBJECTIVE RATING

Under each general heading, check the phrase which most accurately describes the applicant's HABITUAL behavior with regard to that specific trait.

1. How well is the applicant able to direct and influence others along definite lines of action?

   ☐ Poor leader; incapable of directing others
   ☐ Usually follows the lead of others
   ☐ Normally successful in directing and controlling others
   ☐ Very successful in leading others
   ☐ Exceptional leader: inspires others along desirable lines of action

2. How well does individual work with associates and others for the good of the group?
   ☐ Exceptionally successful in working with others and inspiring confidence
   ☐ Cooperates willingly and actively regardless of self-benefit; makes things go smoothly
   ☐ Cooperates with others toward accomplishment of common cause
   ☐ Gives limited cooperation: neglects common good for own interests
   ☐ Cooperates grudgingly: makes trouble—obstructionist

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(continued)

Illustration 4.4 (continued)

3. How does this person react to suggestions or criticisms by others?
   - ☐ Takes criticism as a personal insult
   - ☐ Resents suggestions
   - ☐ Listens to suggestions but may act without considering them
   - ☐ Follows suggestions willingly
   - ☐ Asks for criticisms and suggestions

4. How responsible is applicant? Able to competently get things done on own?
   - ☐ Irresponsible even under supervision
   - ☐ With constant supervision will do satisfactory work
   - ☐ Usually needs detailed instructions with regular checks of work
   - ☐ Carries out routine activity on own responsibility
   - ☐ Exceptionally able to accomplish work without close supervision

5. How well does individual put his/her principles and convictions into action?
   - ☐ Carries out principles and convictions constantly and boldly even in face of obstacles
   - ☐ Acts according to convictions under normal circumstances
   - ☐ Fails to carry out convictions under adverse circumstances

6. How well does this person apply energy and persistence in following a job through?
   - ☐ Needs much prodding to complete work
   - ☐ Rather indifferent; does not finish job
   - ☐ Completes assigned tasks of own accord
   - ☐ Industrious, energetic; dependable at all times
   - ☐ Unusual perseverance; does more than expected

7. How well does applicant control emotions?
   - ☐ Unusual balance between responsiveness and control
   - ☐ Well-balanced
   - ☐ Usually well-balanced
   - ☐ Tends to be unresponsive
   - ☐ Unresponsive; apathetic
   - ☐ Tends to be over-emotional
   - ☐ Easily depressed, irritated or elated

NARRATIVE REPORT

Please state briefly specific instances in which you have observed the applicant's behavior as it applies to any of these items. If you have no knowledge, please say so.

a. Impression of suitability as a camp counselor. Would you be willing to have **your** children under individual's supervision for a period of weeks in a camp situation? If not, why not? _____

_____

_____

Illustration 4.4 (continued)

b. Maturity of judgment. How does this person react in situations of stress, i.e., make decisions? _____

_____

c. Ability to lead campers toward spiritual objectives of the YMCA. Ability to lead devotionals, worship? Influence of life? _____

_____

_____

d. Nature of associates. Describe the types of people with whom individual habitually associates. _____

_____

_____

e. Dependability. Can be relied upon? Does person weaken in absence of authority? ___

_____

_____

How long have you known the applicant? _____ How have you observed applicant? _____

_____

Have you seen him/her in a leadership role with youngsters? _____ If so, what?

_____

To what extent are you aware of individual's use of drugs/alcohol? _____

_____

To your knowledge, does the applicant have any proclivity toward child abuse or sexual abuse? _____

_____

Please return promptly to: NAME
ADDRESS
CITY AND STATE
Employed by:
Position

Where distance prevents a personal interview, a telephone interview or an interview by a person well known to the director may be substituted. Former staff members often are willing to interview applicants and then relay a report to the director. Here are a few hints on interviewing:

1. Ask open-ended questions which will encourage the applicant to tell about his background and experiences.
2. Seek information specifically related to the job for which the person is applying; for example, if the person is applying for a counseling job, ask in what ways the person has worked with children and in what setting.
3. Do not try to fill the silences. Allow time for the applicant to volunteer information.
4. Do not get over involved with the details of camp or job operation. Be clear and succinct, allowing more time to try to understand the applicant.
5. Encourage the applicant to ask questions as you move along in the interview. Questions are often keys to a better understanding of the applicant.
6. Though you may disagree with a statement or opinion expressed by the applicant, there are seldom reasons why you should argue, discuss at length, condemn, or condone what the applicant says.
7. Open the interview on an informal, friendly basis, but do not overdo the small talk. Take the initiative at the beginning of the interview by sharing a brief overview of the camp and the position. Seek clarifying questions at the end of this overview.
8. Move into a more open interview from that point, trying to let the applicant do more of the talking.
9. Repetition of questions in a different form at different times in the interview is often helpful when dealing with a key concern.
10. Avoid wording a question in a way that reveals the answer you are seeking.
11. If there are obvious areas in which the applicant does not qualify for stated requirements of the job, these should be openly noted and discussed.
12. If during the interview you find that there is a personality conflict between yourself and the applicant, it may be wise to reschedule the interview with the person who will directly supervise the position to see if the conflict is critical.
13. A discussion of the sort of discipline and punishment used by the applicant's parents, as well as the applicant's approach, can be useful in providing clues to potential harshness/physical discipline.
14. Questions around peer friendships and the use of leisure and recreational time during the school year and at camp may give clues to whether the person is over-absorbed in time with children.
15. A specific question regarding convictions, as well as any allegations of child abuse, will put the person on notice of your concern as well as document for the record the camp's due care.

After the interview is complete, there should be a time to assess the information. In an article in *Camping Magazine* (January 1986), Robert Ditter has suggested some warning signs which he terms "red flags." Ditter asks:

1. Who ran the interview, you or the candidate? If you found that you were answering a lot of questions or being distracted by tangential conversation consistently throughout the interview, raise a red flag. Such behavior should make you wonder what a person might be avoiding.
2. How much of a peer support system does this person have? Is he or she a drifter? Currently are there significant other adults in his or her life? Are there strong connections to others besides children to give a sense of balance and support? If there are a lot of negative responses, raise a red flag.
3. Does this person spend too much time with children? Does he/she seem to plan time off activities which sound like too much work (typical of a physical abuser) or involve more time spent with children? If he/she also has weak peer relationships, this is a serious cause for a red flag alert.

When considering these impressions, it is important to remember that the overall picture is the most important. Keeping your perspective and watching for overall patterns is more important than one or two isolated items. If you are undecided, you may wish to review your notes and information with a colleague.

Finding Staff

Where does one find staff? Here are nine different possibilities.

1. Through former and present staff—ask them to participate in the search. (Beware, however, of primarily staffing with friends, where a few newcomers may be left out.)
2. Colleges and universities in the general area—utilize summer placement office's brochures, applications, job descriptions, and arrange a day for interviews on campus.
3. Directories of summer employment which provide opportunity to draw staff from broader geographical areas.
4. Former campers.
5. Faculties of elementary, middle, and high schools, colleges, universites, private schools.
6. Within the membership of the sponsoring organization. This is the first source of persons on a volunteer staff of a camp sponsored by the organization. (The Volunteer Bureau may also be helpful in the search for volunteers.)
7. Placement services which offer an opportunity for the director to file a list of positions along with job requirements. These include departments of manpower or employment services in many states as well as ACA Section offices.

8. Organizations which provide placement of international staff. Individuals from other countries can broaden and stimulate the camp experience for campers and staff alike. Addresses of three such organizations (International Student Service, Bunacamp, Camp America) are in the Appendix.
9. Community groups such as neighborhood or community centers, block clubs, churches, youth boards—a good source for minority staff.

Although these sources may provide most of the program and counseling staff, the camp director will probably need to turn to more specialized sources for cooks, nurses, etc. The state employment agency, school cafeterias, and fraternity and sorority houses are all good sources for cooks. Similarly, the state nursing association, state employment agency, nursing schools, and school systems can provide leads for camp nurse candidates.

Remuneration

In advance of staff recruitment careful consideration should be given to the camp policy on remuneration of staff. Obviously the philosophy of the organization will dictate, to some degree, a remuneration plan. For example, Girl Scout day camps or local church camps may be staffed by volunteers. However, even camps with a predominantly volunteer staff require a policy on remuneration.

Remunerations include all benefits given the employee or staff member—meals, lodging, transportation, laundry, babysitting, salary, insurance, or a camp experience for his/her children. Each benefit costs the camp money and saves the staff member money; such benefits should be clearly identified in a statement of personnel policy. Careful thought should also be given to what portion of the remuneration is taxable in terms of FICA or income tax.

Volunteers may require few benefits, while employees may require many of them. A volunteer may be quite willing to serve on a day camp staff and bring his/her own lunch, but be unable to do so unless the organization provides or pays for babysitting for children of non-camp age. Each situation will be different, so guidelines should be developed before staff recruitment begins. Points to be considered under each benefit:

1. *Meals.* Most camps which serve meals automatically provide meals to staff members at no additional charge. However, meals for the staff member's dependents are a negotiable matter; some camps charge cost and deduct from the salary, some include meals as a benefit, and others require families to prepare their own meals in separate living quarters, while the camp takes responsibility for the staff member's meals only when he/she eats with the staff and campers.
2. *Lodging.* Resident camps generally provide lodging for staff members, but most often in multiple living units. Counselors are usually required to live with campers, though a privacy division or room in the same building may be provided. Lodging for dependents of staff members is sometimes evaluated and charged against salary or, in other cases, given as a benefit of employment.

3. *Transportation.* Day camps generally require some staff members to ride on camper buses and usually provide space for any staff member at no charge. Resident camps often meet staff at central locations; some camps provide a transportation allowance particularly for staff members who travel more than a minimum number of miles to get to camp.
4. *Babysitting.* Day camps utilizing volunteers often provide a central babysitting service for children of staff members or reimburse the volunteer for the cost of home babysitting. Babysitting is generally not a problem in the resident camp.
5. *Insurance.* Workman's Compensation, automobile and liability insurance are covered in Chapter 15. Many camps provide a health and accident insurance policy to staff members as a benefit of employment or offer it as an option which the staff member can purchase.
6. *Camp Experience.* Where a single parent or both parents come as staff members to camp and have camper-age children, it is not unusual for those children to be enrolled as campers in their proper age group. This benefit may be charged against salary or may be offered in lieu of a salary, depending on the camp and length of stay.
7. *Salary.* If any amount is agreed upon in advance and paid to a staff member, whether it is called an honorarium, a stipend, a scholarship, or a gift, that remuneration is considered salary. Initially, the director should secure information on the state's minimum wage laws as well as their federal applicability. It may also be helpful for him/her to visit with camp directors of comparable camps in the area to learn what salaries are being paid in similar circumstances. If minimum wage is applicable in your case, meals and lodging credit may generally be taken against the wage.[1]

Increments in salary levels are decided in a variety of ways:

1. For number of years on the staff.
2. For age and experience.
3. For certain qualifications (cook, nurse, waterfront, certification, Campcraft certification, etc.).
4. For position in the organizational chart.
5. By need, i.e., the camp finds that the only way to secure staffers from the inner city is to pay considerably over the going rate because of economic circumstances.

The camp director should give careful thought to salary scales, to the increases built into those scales, and particularly to their fairness to staff members. Though most persons do not work in camps for the monetary benefit, in such a close community there is a sensitivity to differences or unfairness in wages that can interfere with the more important parts of camp life. It is very important that counselors not be considered as the lowest point on the scale. There is, potentially, no more important person in terms of health and safety or camper relationships than the counselor. The objectives

and program philosophy will emphasize that responsibility more in some camps than others, but in every case it is vital that the nature of the counselor's responsibility be fairly recognized.

Contracts

It is accepted practice to provide each staff member with either a letter of agreement or a contract at the time of recruitment. The formality of the written agreement will vary from situation to situation, but in any event the staff member and the director should each have a copy of the document which they have both signed. The provision of a contract between a director and volunteers can also be healthy, since it clarifies obligations on both sides and codifies the responsibilities assumed by the volunteer.

A sample contract is shown in *Illustration 4.5;* a contract usually contains the following items:

1. Dates of employment or time commitment.
2. Title of position.
3. Renumeration.
4. Policy for termination by the staff member or the camp.
5. A statement of agreement by the staff member to abide by the personnel policies which are attached or the specific policies included in the agreement.
6. Dates of signing. (Where the staff member is under state legal adult age, the director may wish to have the contract cosigned by one parent.)
7. A statement that the person has had no convictions for child or sex abuse.

Personnel files which include the contract, application, references, photos, and eventual evaluations/conference reports are normally kept for each staff member. These are confidential files and should be kept out of reach of all but supervisory personnel.

Personnel Policies

Although the camp director himself/herself may be covered by the personnel policies of his/her employer, seasonal staff may not be. It is the camp director's responsibility to develop personnel policies which will define guidelines and expectations for seasonal staff. Each staff member should be provided with a copy of the personnel policies. *(Illustration 4.6)* Ideally, they should be attached to the personnel contract and should be reviewed by the staff member before the contract is signed. If this is not feasible, which it may not be for the first-year director, they should be prepared in advance of arrival of staff members.

Illustration 4.5

Staff Employment Contract

NAME _____ HOME PHONE NO. _____

HOME ADDRESS _____

SCHOOL _____ YOUR PHONE NO. _____

SCHOOL ADDRESS _____

BIRTHDATE _____ AGE _____ SOCIAL SECURITY NO. _____

POSITION OF RESPONSIBILITY: (a) _____

(b) _____

DATES OF EMPLOYMENT: (a) From _____ to _____

(b) From _____ to _____

Your pay will be based on a gross rate of $_____ per week. From your gross rate there will be deducted $_____ per day for board and lodging, leaving a net weekly rate of $_____.

The FICA tax will be based upon your gross rate of pay; income tax withholding will be based upon the net rate. The camp pays a FICA tax equal to the amount deducted from your pay.

You will/will not* be expected to hold a current American Red Cross Advanced Life Saver or Lifeguard Training, BSA Lifeguard, or YMCA Lifeguard and your certificate expiration date should be indicated here. _____

List your First Aid Card date here _____.

At camp every staff member must be amenable to re-scheduling since the nature of our program does not allow for a rigid schedule. Conditions sometimes demand occasional temporary shifts in responsibilities. All staff members must be willing to accept such assignments when called upon to do so.

I understand the camp's policies regarding child and sex abuse and will abide by them. By signing this contract, I am indicating that I have no previous convictions for child abuse or sex abuse.

You are encouraged to consult the camp director regarding any conditions that need clarifications, but your signature will indicate the acceptance of the above-mentioned terms and regulations.

A successful camping season for you . . . and us!

_____ _____
Date *Your Signature*

_____ _____
Date *Camp Director*

Indicate: ☐ I wish the extra insurance coverage at 7 cents per day
☐ I do not wish the extra insurance coverage

Please return copy to Camp _____. Keep the colored copy as your reference.

*Mark out this word if certificate is required.

Illustration 4.6

CAMP PERSONNEL AGREEMENT

Camp _____ (through its director) invites you to join the camp staff for this coming summer. This Camp Personnel Agreement gives evidence that we are making a special place for you and we would like to have your acceptance within the period of time specified.

Transportation to and from camp must be provided by you, but we will make every effort to pool rides with staff cars that leave from _____. Buses will be met in _____ if necessary.

Worker's Compensation Insurance carried by the camp covers all staff members for work related injuries/illness, but this does not provide complete coverage for all circumstances of sickness. The camp has a sickness accident health insurance policy covering campers, which is available to staff members at _____ cents per day; there is a $25 deductible connected with this. However, staff members who are not covered during the summer under a family or school insurance policy should give serious consideration to securing this extra inexpensive coverage. Indicate at the bottom of page 2 of this agreement your desire in this regard.

You must furnish your Social Security number since the law requires us to deduct the FICA (Social Security) tax when we issue you a payroll check. State and Federal income taxes will also be withheld unless you indicate otherwise on your W-2 Form.

For the convenience of the camp office, this agreement is based on a weekly rate, which is calculated on an average week. It is impossible to clock the actual work hours in our camp setting, and employees must be flexible due to the camper planning process and tripping nature of Camp _____.

The camp expects that its employees adhere to the basic principles of the camp, and trusts that relationships and action will find their groundwork in those. Our rules are simple and few as we feel dependent upon the maturity of each staff member both on the trail and in camp. The signing of this personnel agreement indicates the willingness of both parties to comply with the personnel policies and procedures outlined in the Staff Manual. The camp management is interested in each staff member's high performance. In the event that the performance is not up to required standards, the camp director, at his discretion, retains the right to terminate employment. A staff member who desires to terminate must give at least two week's notice.

Time off periods will be scheduled as regularly as possible, but necessarily at the convenience of the camp program. In-camp staff can normally expect one day each week, and the trail staff can normally expect time at the end of periods, but may not accumulate days off for a cash payment or to be taken at the end of the summer. When off duty, staff members are asked to make wise use of leisure time and return to duty relaxed and rested, so as not to detract from their work performance.

Smoking is discouraged, but is permitted during off-duty hours, and is restricted to the staff lounge and in-camp support staff living quarters. All employees are asked to refrain from smoking in any of the camper cabins or on the trail at any time.

Evening responsibilities vary from time to time for each staff member. For counselors it is expected that campers are supervised constantly and that at least one counselor is on duty in the cabin at all times.

Personnel policies generally cover:

1. Pay periods: dates, deductions, method of payment.
2. Termination: length of notice necessary, termination pay, causes.
3. Time off: amount to be expected, method of determination and scheduling, sick leave days.
4. Use of tobacco, alcohol, controlling drugs.
5. Other rules: e.g., use of personal automobiles or equipment in conjunction with camp program.
6. Other benefits: laundry, insurance.
7. The camp's policy statement concerning the welfare of children and the action taken in case of child abuse or sex abuse.

Termination is a matter which a new camp director seldom considers until he/she is faced with a staff member who is not fulfilling his/her responsibilities. Discussion with other camp directors as to their termination practices in advance of the season can be helpful. It is important to recognize that, despite one's concern for the employee as a person, often termination of that person may be the most beneficial action for the total camp community. Because of the twenty-four hour living situation of a residential camp and the short season of all types of camps, termination becomes necessary where in other settings more time could be given to coaching or waiting and seeing. For these same reasons, it may also be better in many cases to pay the terminated employee for the notice period rather than have a disgruntled employee in the living situation.

The camp director should also pay careful attention to a plan and pattern for time off for resident camp staff. The living situation lends itself to twenty-four-hour duty for all personnel, and there is always work to be done. However, because of that continuing day-to-day situation, it is vital that time off be arranged for each employee. Also some free time to pursue personal needs should be available to every employee daily in the resident camp. That time will occur naturally for many employees who work given hours, but program and counseling personnel, in particular, need a plan. For safety reasons, those plans should be coordinated carefully; counselors should always know how their group responsibilities will be supervised in their absence. A minimum of two free hours, apart from sleep time or eating with the campers, is the accepted norm.

In addition to the daily free time, every staff member needs a minimum of twenty-four hours free each week (or forty-eight hours every two weeks), so that the employee has time to get away from the camp community or find uninterrupted time for personal needs in camp. Obviously, such time has to be scheduled and, in most jobs, personnel replacements arranged. This necessitates enough flexibility in job descriptions and numbers of staff members that such replacement can be made from the entire camp staff. Provision for time off is an obligation of the camp employer, but may be given at the employer's convenience. It is important that the camp director take a day off, too, as much for the good of other employees as for his/her own.

CHECKPOINTS

1. List the positions which your program design will necessitate.
2. Add to that list the requirements *imposed by position* or regulations (i.e., age, certificates, degrees).
3. Test the number of counselors against the number of campers at one given time to find your camper/counselor ratio.
4. Develop or review the job descriptions for each position. Test them, if possible, with persons who have filled the positions before.
5. Write out a series of questions you would ask in a job interview. Read them aloud to see how they sound. After revision, test them in your first interview. Keep adapting them as necessary.
6. List all of the various sorts of renumeration you will be giving staff, and develop the actual cost for each one. Compare this with line items in the budget.
7. Identify the different steps taken during the staff screening and employment process to prevent employing persons with a proclivity toward child or sex abuse, as well as steps taken to protect the camp in case of an incident.

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   B-6
   C-1—16
   E-3, E-4
   D-15—17
   G-2

2. Regulations
   a) State or Federal Wage and Hour Division
   b) Internal Revenue Service

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1. The rule of thumb for determining the value of meals and lodging is to be able to document
   —the cost of the meals actually eaten including overhead, labor, raw food.
   —the value of the lodging provided based upon the local community market, with consideration given as to whether it is private, semi-private, dormitory.

The Recruitment of Campers

5

The simple fact that campers are essential to the operation of a camp is often not considered early enough in camp planning. The beginning camp administrator should, early in the job, give some attention to the camper enrollment history.

A good starting point is a market analysis to uncover the following facts:

1. The comparative enrollment by age and sex over the past three to five summers. (This can give clues to shifts in total enrollment and within age groupings.)
2. The earliest enrollment date the previous year, and the dates of the period in which the larger number enrolled.
3. The number of returning campers enrolled the previous summer compared to earlier summers.
4. A breakdown by schools, neighborhoods, and/or cities of the previous summer's enrollment.
5. The change in the pattern of enrollment over the past three to five years compared with similar camps in the same vicinity. (Any significant deviation from the pattern other camps are experiencing may give clues as to problems or unique features in your situation which need analysis before recruitment plans are developed.)

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A review of this data with the committee concerned or staff personnel should give the new director a much better understanding of the local situation. On the basis of this data, a recruitment or public relations plan should be developed which includes some of the following items:

1. Development of enrollment application with announcement of dates for coming season.
2. A decision about camp brochure—reprint old one or develop new one—if so, type and content.
3. A mailing schedule for returning and prospective campers.
4. A gathering of the previous year's campers for a reunion—a fun weekend at camp, or an in-town activity.
5. A plan for gathering names of prospective campers and a method of approaching them.
6. Involvement of camp staff in the recruitment process.

Except in very unusual camp situations, the primary source of enrollment is returning campers. Over fifty percent of the camp enrollment should normally be composed of campers who have been at the camp at some time previously; many camps depend on a seventy-five to eighty percent return. Obviously, the lower the return, the more difficult is the task confronting the new director; recruitment of new campers requires considerably more effort and time.

Therefore, the director's first concentration should be on approaching previous campers. Many camps utilize a camper reunion to stir memories of the previous summer's experiences and to get campers back in touch with one another. If the majority of campers come from a number of cities or states, then a decentralized plan of reunions or parties may be required. The larger, central reunion provides more excitement and greater contact among campers, but the decentralized plan provides more personal contact between the director and campers as well as a better opportunity to invite prospective campers. The involvement of staff from the previous summer and the showing of slides or movies are natural elements of a reunion program.

An early mailing about the upcoming summer's sessions, dates, and special programs for returning campers is an important step. Follow-up news bulletins or newsletters can list the returning campers as they enroll. Many camps find that a regular bulletin to campers and staff is a good means of maintaining contact, building spirit, and encouraging a return to camp. It need not be an expensive bulletin, but it should be attractive and newsy with numerous names mentioned as well as memories from the previous summer.

The Camper Application Form

A camper application should be carefully designed in light of its intended use before and during camp sessions. Whether it is a card, a sheet, or a half sheet should be determined by how it is to be filed and how often it will be handled. Actual information on the application blank can include:

—*Address of camper.
—*Home phone number.
—*Birthdate.
— School and grade (the following fall or at the time of enrollment—whichever desired, but specify which).
—*Parents' or guardians' names and emergency contact.
—*Work address and phone number of each parent/guardian.
— Height and weight.
— Religious affiliation (especially if special arrangements are made for attending religious services).
— Name of a friend the camper wishes to have in the same living group.
— Other organizational programs or activities in which the camper participates.

In addition, there is usually a paragraph which the parent or guardian signs giving permission for the child to be enrolled in camp for the given session, stating that he/she will pay the camper fee. That paragraph may also include:

*Required by ACA Standard.

1. A release for the camp to use any photos taken at camp in camp publicity.
2. A statement as to the fact that the child qualifies for the Summer Feeding Program (by family income).
3. Information about the family's health insurance carrier (if the camp is asking families to self-insure the camper).
4. A medical/surgical release statement. (In some communities, this statement must now be notarized as a requirement of the local hospital.)

In camps which receive campers by referral from other organizations, the application form should allow for the retention of the referral form by the agency—in case a need arises for some information contained only on that blank.

Some camps, by their special nature, have rather specific entrance requirements necessitated by the owner's purpose and program. Those entrance requirements should be clearly spelled out in promotional materials. The application should elicit all information necessary to determine if an applicant meets those requirements. All camps have some requirements even though they may be only sex or minimum or maximum ages.

Camp Brochure and Camper Recruitment

The first step in recruitment of new campers is determining what means one will use to tell them about the camp experience. Most camps need a brochure for this purpose, although some have such a high rate of return that they can rely primarily on personal contact by the director with the prospective camper and his/her family.

A brochure requires careful consideration. Its importance to the particular recruitment process will determine how elaborate the brochure needs to be. It need not be expensive (many pages, four-color cover, professional art), but it must be attractive and must describe the camp in a manner that will attract campers and parents. If the new camp director does not have experience in this area, he/she should secure help from a volunteer with experience or from a professional. Although there must be clear definition in the material for parent consumption (age and maturity of staff, type of program and instruction, refund policy, health and age requirements), words should be used sparingly; pictures and open space should make up a large part of the content. It is better to use good art work (sketches, etc.) than poor photographs. In a limited budget situation, one might consider an enrollment card on a page of the brochure and one cover as a self-mailer, thus saving the cost of an envelope. A color stock paper with one color ink and the use of screening or reverse techniques can also produce an attractive brochure without the extra cost of a second ink color. A camp on a limited budget may wish to consider a brochure which is carefully mimeographed or quick-printed.

A brochure is of little value unless one has names and addresses of people to whom it can be mailed. Finding sources of the right names is an art and will require study and thought. One very good source is previous campers and staff; firsthand recommendations are the best. Brochures sent to those

Illustration 5.1

Brochures

recommended in this way can be personalized with: "You were recommended for camp by _____." If the camp is operated by an agency or church, that constituency can also provide referrals.

A file card should be maintained on each prospective camper (including name, address, phone number, and name of person referring the prospect). Follow-up mailings or, even better, follow-up phone calls can be made to find out potential of enrollment and to furnish additional information. Such a card file will enable the director to identify the more effective sources of prospects for another year.

At this point, reference to your earlier market analysis will indicate the neighborhoods or schools from which more campers have previously enrolled. It will usually prove profitable to develop a plan for recruitment parties or events in those neighborhoods. Some schools (public and private) will allow such events in their facilities after school hours. Families of previous campers may be willing to host such events in their homes or club and

to help develop the invitation list. An existing community center or agency in the area may be willing to provide a meeting place and an avenue of announcements (bulletin boards, newsletter, club groups or teams). Returning campers from the neighborhood can be asked to invite friends and to stir up interest. They can then be involved in the program which should also include presentation of slides or movies from camp. Parents can also be invited and should be given an opportunity to ask questions.

Many camps rely on referrals from social workers, other agencies, the court system, or its agency membership. In these cases, early contacts with the persons responsible for such referrals is important so that the new director can establish a good relationship with the agency and a plan for working together.

Although these approaches are the most successful for many camps, others will need to resort to a broader approach through newspaper ads, billboards, posters, quantities of brochures in public buildings and stores for customer pickup, bulk mailings to extensive lists, and radio or TV spot announcements. Some of these methods are quite expensive, unless the organization is eligible for public service time or space. In any of these methods, the new director must expect a low inquiry rate, probably a maximum of one to five percent.

Organizations which have a membership and wish to rely on that membership as the prime source of campers will want to give careful study to how those members can be reached for recruitment purposes in the most personal manner. Where members are recruited through troops, clubs, or other neighborhood groups, there is a natural opportunity for interpretation of camp through the troop/club/group programs and activities; such interpretation of the camp should be part of the ongoing program and emphasis of each group. Many organizations recruit campers through those groups and try to get members of a group to come to camp together during the same session. Parents' meetings during the year also offer opportunities to interpret the value of camp for children. Few organizations can rely on their membership solely for campers, but certainly interpretation and promotion of camp to members is much easier and more effective than to the public at large.

Where the camp property is close enough to the population center, the director can make it available to groups for their use during the fall, winter, and spring. Day trips or overnight/weekend camping trips on the camp property offer an excellent opportunity for the group leader to describe summer camp experiences. During these trips, the director should see that displays, slide shows, and photographs are available which show summer activities.

Many organization camps will have the opportunity to hand out materials to all students in schools or churches. Sometimes this material can be distributed in conjunction with a presentation about the camp during an assembly time. However, some communities have regulations against such presentations in the public school system. Nevertheless, this method of recruitment should be explored and considered for all or for selected schools.

Some camps offer incentives to staff or campers who sign up or recommend new campers. These incentives range from pennants or T-shirts to cash discounts on camper fees or bonuses on staff salaries. Obviously, volunteer referrals and genuine enthusiasm are preferable.

It is to the director's advantage in planning and buying supplies to start camper enrollment as early as possible. It takes time to develop a pattern of early enrollment but it can be gradually encouraged. On the other hand, certain weather changes or seasons do encourage thoughts about camp—the arrival of warm days in the spring or a vacation period when the youngsters are around the house a great deal.

CHECKPOINTS

1. Do a market analysis (as identified in the opening of this chapter) of your camp.
2. Locate all printed materials used previously for camp recruitment. Study them in light of the camp's objectives and of the market analysis.
3. List the steps that can be taken in light of your market analysis; then arrange them in order of importance.
4. Organize that list with sub-steps which need to be taken to accomplish each, setting time targets and identifying persons who can do each step.

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   B-5, B-6, B-15

Preparation of the Camper

6

Once recruited, the camper and his/her parents deserve your help in preparing for the summer experience. A camp director who begins or concludes enrollment of a camper with a personal interview will already have begun this preparation. In addition, after an interview the director will have a better idea of who that camper is and how he/she will fit into the camp situation.

However, many camp directors are not able to interview every new camper, and thus it becomes most important to carefully prepare a plan for the orientation of campers. The first step is a mail confirmation of enrollment and receipt of the deposit, indicating pleasure that the camper is coming to camp and when he/she might expect further information.

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An information packet which can include any number of items is usually sent to the camper and his/her parents at least two months before the camper is to arrive at camp. Some of these items are:

1. A sample clothing list, indicating the type and amounts of clothing needed. If special equipment, such as boots, riding gear, sleeping bag, etc., is needed, specifications or hints should be given as to type and sources.
2. Information about laundry—does the camp arrange, does the camper wash his/her own clothes, or are quantities of apparel suggested usually ample for the length of the camp season?
3. Health examination information—form enclosed with information physician needs to furnish as well as health history information which parent needs to furnish, maximum length of time allowed between examination and camp, inoculations required, health care available at camp.

   Special attention should be paid the health examination form to make sure it is mailed early enough for parents to arrange appointment with the physician. The form should be explicit about the information needed in addition to the health examination, such as:

   a. Health history—allergies, operations, previous illnesses, inoculations.
   b. Medications which the camper is taking with written instructions from a doctor.
   c. Surgical/medical release signed by parents (some hospitals are

now requiring notarized signatures).
d. Health insurance information (if your camp does not carry camper health/accident insurance).
e. Emergency addresses/phone numbers of parents/guardians.

4. Information on transportation to camp (availability, times, fares) or if camper is expected to be driven to camp, time for arrival and departure. In day camps, a schedule of the pickup and drop points for campers along with the times of such pickup/drops and the plan for emergency arrangements.
5. Visiting days, or times, if any.
6. Information on mailing address, telephone calls if accepted, and handling of packages including food items for campers.
7. Information on worship services at camp, especially if family wishes child to attend special services out of camp.
8. In day camps, explanation of the plan for daily lunch—what is to be brought by the camper and what is to be furnished by the camp.
9. In day camps, if there is to be an overnight offered during the period the plan and preparation for such.

When preparing this material, the new director should assume that parents and campers know nothing about camp. The wording and information should be checked for clarity. Some comments to the campers as to what to expect at camp could be added to build excitement.

When the majority of campers come from the same population center, many camps have an orientation session during April or May to answer any questions campers and parents may have and to prepare new campers for their first year at camp. This session may include introduction of staff for the summer, slides or movies, and comments on what to bring to camp. It will also provide a chance for campers of the same age groups to get acquainted.

CHECKPOINTS

1. Identify everything a new camper needs to know about camp before his/her arrival.
2. Organize the steps parents of campers need to take before camp in chronological order.
3. Be sure that the written materials reflect the above information.

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   B-6, B-15
   E-7, E-8
   G-18

Site Preparation

7

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As spring comes, the director needs to give particular attention to preparation of the campsite. He/she should make a checklist of state and county regulations and ACA Standards applicable to the camp's equipment, buildings, and grounds. After making such a list, a new camp director should collect any written materials about the present site:

1. Is there a master site plan with long-range building/development plans? If a plan exists, the director should study it carefully in order to understand the overall direction envisioned.
2. Is there a map of the camp either overlaid on a topographical map (U.S. Geological Survey map) or to scale?
3. Is there a map of the developed camp area showing where electric, water, sewer, gas, and telephone/intercom lines are located with control points identified?
4. Is there a physical inventory of the facilities?
5. Is there a physical inventory of the equipment on the site with serial numbers, repair records, and maintenance schedules?
6. Is there a list of repair persons who service various types of equipment or problems?
7. Is there a list of suppliers?

After a study of these, and with these and the regulations/Standards checklist in hand, the director should make a building-by-building, campsite-by-campsite, program-area-by-program-area walk-through inspection of the camp. He/she should make notes of repairs or corrections which need to be made prior to arrival of staff for training and compile a list of cleaning needs.

Upon completion of the inspection, study should be made of the costs of the repairs, corrections, and cleaning. Much of the repair/maintenance work may be done by a full or part-time caretaker/resident manager if the camp has one. If the camp does not, then the director must evaluate how much of

the work he can contract out of the camp's budget. In either case, certain items (repair materials, replacement equipment or parts, cleaning supplies) will have to be purchased. The director should develop a systematic plan for the accomplishment of this work in collaboration with the caretaker/resident manager and/or a committee designated within the organization. The projects should be organized in the order in which materials and labor will be available and date lines should be assigned.

The director should give some thought to the potential involvement of volunteers in this repair work. A work weekend or a work day on a day camp site, with careful recruitment of skilled parents, organization members, staffers, and volunteers (with campers and staffers for general labor), can accomplish quite a bit at very little cost. Everyone might bring a food item and the camp furnish basic foods and volunteer kitchen help to serve the meals. Careful organization of the projects assigned to teams, clear instructions, and proper tools and materials are all essential to the success of a work weekend. Some types of repairs, such as electrical wiring, should be left to experts (whether volunteer or paid). Other projects are too involved and lengthy to be accomplished in a weekend. However, such a weekend can be fun for everyone and will also strengthen loyalty to and interest in the camp.

Where funds, labor or authorization for projects related to regulations or standards are lacking, the director should make certain that his/her supervisor (as well as any related committee) is so advised in advance of the summer. Often the director can stimulate the owner to provide special funding or to accept the director's recommendations about solutions to the problem.

It is always a temptation to leave much of the cleaning and minor repairs for the week when staff arrive for in-camp training. Unless you have more than seven days available for the training period, it is unfair to staff to utilize them in maintenance functions rather than in the important training and orientation. Certainly, particular work projects taking one to three hours might be left for a total staff effort, since this will help build staff teamwork; but the temptation to use a major portion of each day for this work should be avoided.

In many situations, especially in day camps, the camp utilizes a rented or leased site. It is no less important to check such sites in advance and to go over the list of deficiencies or cleaning needs with the owner. An advance understanding about meeting state regulations and standards is vital; a clear understanding about cleaning in advance of arrival will hopefully save some frustration later on. The director should study the lease agreement carefully to understand the responsibilities of each party.

Obviously, the emphasis in this chapter is on preparation for summer camp. Many camps are moving to more and more year-round activities and camp groups. Such use of a campsite requires a year-round approach to maintenance and development of the site. Such visual inspections and checklists would ordinarily be utilized in the fall in preparation for fall-winter-spring activities and again in the spring in preparation for the summer program.

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CHECKPOINTS

1. Do you have an inventory of all equipment?

2. Do you have a map showing all buildings and water, electrical, gas, and sewer lines?
3. Do you have a maintenance schedule for all mechanical equipment on the grounds? For all buildings (painting, caulking, etc.)?
4. List what work projects need to be completed to get the camp in good repair and order.
5. Now star the jobs on that list which must be done to insure a healthy and safe setting before the campers arrive. Estimate the cost of completing each of the starred projects and balance these costs against the budget line accounts. Rank the jobs and assign dates and workers to complete them.

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   A-1, A-4 through 9, A-11, A-12, A-14, A-15
   A-17 through 20, A-24
   B-1, B-10, B-16, B-17, B-24, B-26, B-29,
   B-30 through 32, B-38
   C-17
   E-12, E-13
   F-11, F-12
   G-15
   H-5, H-16
   SB-2
   If travel camp, I-8, I-9

   If families are in residence:
   A-21 through A-23

   B-29 through B-31
   B-36
   B-44 through B-47
   B-49
   B-54
   B-56
   B-61
   C-13

   H-5 and H-6

   If a day camp:
   K-2 and K-3

   If a travel camp:
   L-8

2. Regulations:
   State Department of Health
   Environmental Protection Agency
   State department handling fire safety

Legal and Regulatory Matters

8

Although the camp director's first concern must be for program or camper-staff relationships, the legal requirements placed upon the organization or camp and its director are of equal, if not greater, importance. The laws and regulations governing camp operation are complex and no book can adequately cover every local regulation or its application. The following outline is given only as a starting point for the new camp director.

If no one in a camp organization is knowledgeable about regulations concerning camps, the director should make an effort to get to the next ACA Section meeting in the area. Otherwise, he/she should contact camp directors who have been in the area for a period and who can suggest the most useful source of written information. Even though he/she can secure valuable information through personal contact, the director should still check out the applicable laws him/herself; the new director should secure a copy of the state's laws applicable to camps and study it carefully. Often either the department of health or social services has a set of regulations particularly for camps. In some states, the code will require a permit (or license) to operate and an inspection by a state inspector. There may also be regulations applicable to camps under these other departments: fire, water, pollution, building codes, conservation, or natural resources. If, after study of the regulations, the director finds regulations with which it is very difficult for the camp to comply or which are unclear, he/she should call for an appointment with a person in the appropriate office. The role of the state official is to help the director know how to comply with regulations and to give some assistance in problem situations. The director should also find out the pattern of state inspections. Some states require pre-opening inspections as well as during-operation inspections; others inspect annually, while some do so occasionally.

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The director's next step should be to visit the county seat in the county in which the camp is physically located and to determine what county ordinances are applicable to the camp. Often county, city, or township permits are necessary for operation. A personal contact with the proper officials is useful, helps identify you to them, and gives you a person to call when you have a problem.

Many camps have their home office in one state or belong to an organization incorporated in one state, while the camp's physical location is in another state. Although the governmental unit and state in which the camp is physically located may have jurisdiction over the health, sanitation, fire

protection, pollution control, and tax laws and regulations, the state of incorporation or home office location may have primary jurisdiction over payroll, employment practices, or regulation of vehicles. Such a situation also has some implications in terms of interstate commerce and federal laws.

In addition to state, county and local governmental unit regulations, there are some federal laws which apply, in varying degrees, to camps. These are covered in the Appendix. At the time of writing, there is no Federal Youth Camp Safety Law. However, the Center for Disease Control's Model Regulations provide a good guide to accepted practices.[1]

The director should pay careful attention to record keeping of all sorts. It is particularly vital that reports be made of all accidents and that uniform information be recorded each time an accident occurs. ACA has designed an accident report form which serves as a good model. *(Illustration 8.1)*. Such reports should be attached to the insurance claims and filed along with all records of treatment of injuries and illnesses until the victim or patient is at least six months beyond the age of majority. The appropriate keeping of treatment records of injuries and illnesses is described in Chapter 13.

The Occupational Health and Safety Administration (OSHA) regulations require certain records on employee injuries. Copies of the forms are available directly from the state OSHA office. In addition, certain information (available from OSHA in printed form) must be posted in a spot where it can be seen by all employees. Certain OSHA regulations on the protection of employees (such as hardhat use in certain situations, building codes, types of ladders) do apply to the campsite.

Other record requirements vary somewhat from state to state, but in general the following records should be kept for the time shown:

Accounting:	
Bank statements, deposit slips	3 years
Payroll time cards	3 years
Payroll time records and earnings records	8 years
General ledgers, journals	indefinitely
Checks (payroll and general)	8 years
Expense reports	6 years
Vouchers for payments	8 years
Insurance:	
Policies, including expired	4 years
Fire inspection reports	6 years
Safety inspection reports	8 years
Accident reports and First Aid/treatment records	6 months beyond age of majority, 6 years if adults
Personnel:	
Contracts (expired)	6 years
Personnel files (expired)	6 years
Withholding tax statements	6 years

Illustration 8.1 (Front)

ACCIDENT REPORT FORM FM 01
Developed by
American Camping Association

Camp Name _____ Date _____

Address _____
Name & Number City State

Name of Injured _____ Age ___ Sex ___ Camper ___ Staff ___ Visitor ___
Last First Middle
Address _____
Name & Number City State

If Minor, Name of Parent/Guardian _____

Address _____
Name & Number City State

Names/Addresses of Witnesses (Attach signed statements as to incident.)

1. _____
2. _____
3. _____

Date of Accident _____ Hour _____ a.m. p.m.
Day of Week Month Day Year

Where occurred? (Specify location, including location of injured and witnesses. Use diagram to locate persons and objects.)

Describe accident in detail:

Was the injured participating in an activity at the time of the injury? ____ If so, what? _____

Any equipment involved in accident? _____

What could injured have done to prevent the injury? _____

Emergency procedures followed at time of accident: _____

By whom? _____

Submitted by _____ Position _____ Date _____

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Illustration 8.1 (Back)

Medical Report of Accident

Were parents notified? ____ In writing? ____ By phone? ____ Other _____

By whom? _____ When _____ (Time / Date)

Where was treatment given? at camp ____ in camp health service ____ at doctor's office ____ in hospital ____

Treatment given at camp? ____ Where? _____

By whom? _____ Date _____

Treatment given _____

Was injured admitted to camp health service? ____ If so, when _____

Treatment given _____

Date released from health service _____

Released to: Camp activities ____ Home ____ Other _____

Treatment given elsewhere than camp? ____ Where? _____

By whom? _____ Date _____

Was injured admitted to hospital? ____ If so, which? _____

Where? _____ Date _____ Out-patient ____ In-patient ____

Name of physician in attendance _____

Date released from hospital _____

Released to: Camp ____ Health Service ____ Home ____ Other _____

Comments _____

Signed _____ Position _____ Date _____

Insurance Claim Report Submitted

		Date
1 ____ Parent's Insurance	By parent ____ By camp ____	_____
2 ____ Camp Health Insurance		_____
3 ____ Workman's Compensation		_____
4 ____ Camp Liability Insurance		_____

Other:	
Purchase orders	3 years
Minutes of meetings, if incorporated	indefinitely
Contracts, agreements, deeds	indefinitely
Camper applications	3 years

There are many different statutes of limitations with time periods which vary from law to law and state to state. Therefore, the director should give careful thought to record retention and should obtain legal advice, if possible. Then he should put in writing the policy of the organization on record keeping and record retention and should develop it on the basis of the law, the rule of reason, and the risk involved.

CHECKPOINTS

1. Which state regulations apply to camps?
2. Are there additional regulations in the county and township which apply?

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   A-6
   B-7, B-11, B-14

1. **Youth Camp Safety and Health—Suggested State Statute and Regulations.** Atlanta, GA, August 1977. Center for Disease Control, U.S. Department of Health, Education, and Welfare, Altanta, GA 30333. HEW Pub. No. 78-8300.

Staff Orientation

9

The preparation of the staff member for his/her job begins with the interview for employment. It is essential that the prospective staff member understand the unique climate of a camp community since the interplay within that community has so much to do with the accomplishment of the camp's objectives. The information given a staff member in the interview and/or correspondence must cover not only the job functions, but also the living conditions, transportation arrangements, philosophy of operation, and patterns of staff relationships.

During staff recruitment and interviews, the interviewee's concern for securing the job and the director's concern for securing a certain employee often push concerns about the details of camp living into the background. Therefore, one cannot depend on the description given at the interview or in prospective employee materials to thoroughly orient the new staff member. Neither is it wise to assume that once you get that new employee to camp, the pre-camp training period will thoroughly familiarize the employee with the setting and responsibilities. If, at the end of that training period, the employee decides that camp life is not for him/her, the resulting vacancy may cause a serious difficulty for the director. The time between recruitment for a camp job and reporting to camp is longer than it is for other jobs, thus providing candidates a long time for second thoughts and other job applications. This problem added to the potential of a last-minute vacancy makes it even more important to utilize the time between hiring and reporting to camp for additional orientation of staff.

If camp staff comes from within a hundred mile radius, a number of orientation approaches are possible which cannot normally be utilized in a camp whose staff comes from across the country. In the former case, two or three meetings can be planned in a central location over the spring, giving new staffers an opportunity to meet former staff, to begin developing relationships, and to secure informal orientation. Local authorities or resource persons (who would ordinarily be unable to travel a longer distance or to come for a more extended period to pre-camp training) can often be recruited for presentations at such meetings.

A winter sports weekend or spring work weekend/day at the camp can provide orientation to the facilities and property as well as an opportunity for new employees to get acquainted with returning staff and to experience the camp living situation. These events also give the director a firsthand look at the new staff members and a chance to determine what approaches or content should be included in pre-camp training.

In camps with scattered staff, pre-camp orientation will most often depend upon a visit from the director and/or printed materials. Frequent newsletters help stimulate interest and familiarize staff members with names and other features of camp. In addition, a staff manual can be not only a valuable orientation/training device, but also a helpful administrative tool for outlining policy and procedures. It takes time, the cooperative assistance of key staff members, and constant revision to prepare and maintain the most useful staff manual. Therefore, a manual may not be the highest priority for the first-year director. However, if the new director keeps a staff manual in mind as an ultimate goal, documents can be developed during the first year with that manual in mind. A staff manual may include any or all of the following:

1. A brief history of the camp.
2. The purpose, goals, and objectives of the camp.
3. A map of the camp.
4. An organizational chart of camp staff.
5. Job descriptions for different positions.
6. Personnel policies.
7. Other policies and operational procedures.
8. A description of the operating body (agency, church corporation).
9. A list of items staff members need to bring to camp.
10. A bibliography.
11. General counseling tips.
12. Emergency procedures (lost camper, disasters, etc.).

Some camp directors also use a rotating library for staff orientation. The director chooses three or four books which best describe the camp's program and counseling philosophy. He mails a book to a staff member with mailing labels for other staff members; after each staff member has read the book he/she mails it on to the next. Often, the assignment of certain portions of the books for presentation during staff training will focus interest.

Whatever information is sent the new staffer before camp, it is vital that it be condensed as much as possible and its importance or value highlighted. If the staff member is a teacher or student, classes will occupy much of the person's attention; only a limited amount of preparation or reading can logically be expected. Therefore, the director should choose material carefully and plan well in advance.

Orientation is just as important in a day camp as it is in a residential camp. Since day camp staff members tend to be from the same community, one or two staff sessions on Saturdays or Sundays may provide the orientation time needed prior to staff training.

A new director must not forget the importance of having staff members, as well as campers, receive information as early as possible. Students can often utilize university, health service personnel for their physical examinations if they receive the form early enough. Providing a list of clothing and equipment needed at camp soon after employment will enable the staff member to shop carefully. Other information sent to staff members should include: the date and time they are expected at camp, the transportation facilities available, camp's phone number and address, and directions to camp by auto.

However experienced in camp life a new staffer may be, he/she will always feel a degree of nervous concern about a new site, a new camp community, and a new employer. Every step the director takes to relieve this concern and to help the new employee feel more confident about the job will better his/her chances of success upon arrival at camp.

CHECKPOINTS

1. Is there a previous staff manual?
2. If so, are there portions that can be used again?
3. Is there a stock of staff health examination forms on hand?
4. Is there a list of clothing and equipment a staff member may need at camp?
5. Is there a way to get a majority of staff members to a weekend gathering in the winter or spring?

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   C-10, C-19

Pre-Camp Training for Staff

10

Staff training is probably one of the most difficult and yet the most productive functions for a camp director who seeks to create a favorable climate and to set the tone for the summer season. The training of staff falls easily into three general categories:

1. The period of orientation from the signing of the contract to the staff member's arrival at camp.
2. Pre-camp training—the intensive period set aside before the arrival of campers.
3. The camp season—ongoing supervisory conferences, day-to-day problem solving, staff meetings.

Most points to be made about pre-camp orientation have been discussed in Chapter 9; Chapter 11 will cover ongoing training during camp. Thus, the concentration here will be on the staff training session at the campsite before the arrival of campers.

Some of the very characteristics which make camp staffers delightful people to be around also make planning a training period most difficult. Camp staff are most often enthusiastic, interested people who are eager to learn and usually ready to put more into a camp job than may be required in other positions.

Counselors usually make up the largest proportion of the staff; this group will be primarily responsible for carrying out the camp's goals and objectives directly with the camper, but this group is probably composed of individuals whose age and lack of experience may mean that they are inexperienced in how to translate such goals or objectives into everyday activities. The director's task of orienting them to a concept that may not be familiar is complicated by the necessity of clarifying for them the connection between the camp's objectives and its procedures and policies of operation.

The varied backgrounds from which staffers come pose another challenge to the director during orientation. Many will have had experience in other types of camps and will be very prone to make comparisons, while others may have been exposed to the demands of camp living. Some may come from sections of the country remote to the area where the camp is located and will, therefore, have no knowledge of or familiarity with the resources of the new area. Another difficulty may be that many staff people will have been exposed to all types of academic techniques and may have developed

some resistance to being bombarded with facts and theories at the end of a school year. They may expect to be far removed from the presentation of knowledge in a camp setting.

The director may have some problems planning and training with returning staff and new, untrained staff in the same group. Both variation in orientation format from year to year and the use of experienced staff to share their abilities with the new group can alleviate some of these problems. In order to deal successfully with all these factors, a new director needs to make very careful plans for pre-camp training, if it is to accomplish what he/she desires. The time allotted for training never seems sufficient to cover all the priorities; even the experienced director, who has worked at staff training

"Counselors...will be primarily responsible for carrying out the camp's goals and objectives directly with the camper..."

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for a number of years, may not be entirely pleased with the results.

During the initial training period, habits will be formed, patterns established, attitudes developed, and relationships with peers and supervisors begun. Regardless of the necessarily high concentration of time on the factors which create a good experience for the campers, the staff member's greatest gain from this training period should be in his/her own growth, maturity, and development of potential. Another advantage, of course, is that such personal development among staff members results in increased benefit to the campers with whom staffers live and work.

But first the director must decide what amount of time can be allotted to pre-camp training. This period varies a great deal from camp to camp, depending upon the program and size of the staff, but a period from four to ten days will usually suffice. At least a week is preferable; shorter time periods seldom allow sufficient time for building comradery so important in the staff community. Generally, staff are contracted to arrive for this period and receive remuneration for the time.

Before beginning to fill in a time schedule or to consider topics for staff orientation, a new director may find it helpful to examine the schedules and content of training programs conducted in previous years. Discussions with staff who were present for some of those training periods may provide some insights into character and effectiveness of the training methods used at those sessions.

Once a block of time is set aside, a director is ready to decide what he/she expects to accomplish during the training period; these intentions and objectives will do much to help the director choose subjects and activities and will help him/her to set priorities.

On the practical side, some of the objectives to be reached during staff training are:

1. Infusing staff with the basic philosophy and objectives of the camp and defining their implications for procedures and operations.
2. Fostering a sense of pride in the camp job and an harmonious working relationship among staff.
3. Teaching and/or practice of necessary program skill.
4. Developing an understanding of the characteristics of various age groups and providing an insight into working with these ages.
5. Providing an opportunity for staff to understand working policies and procedures as they related to individual staff responsibilities.

On a more individual and personal level, there are other objectives. There should be opportunities for personal interaction so that individuals may find it easy to establish the beginning of personal relationships with peers, immediate supervisors, and administrative staff. The use of human relations training activities may guide a staff member to an increased self-knowledge and a better understanding, both of himself/herself and others.

One of the topics which should be dealt with during training is child abuse, and the subject should be presented in such a way as to reinforce the alliance between the director and staff members, rather than to create an atmosphere of mistrust. Placing comments about child abuse in the context of the wear and tear camp life can have on everyone gives an opportunity to talk about the unintentional meanness of counselors toward campers—one of the chief

symptoms of burn out. Including the topic in staff training will send a clear, specific message that you, as a director, are concerned and moving to insure the quality of care of all your campers.

The discussion should include a clear and frank detailing of the basic definitions, tips for helping staff monitor their own level of fatigue, and guidelines for handling a situation which may have the potential for child abuse. Legal ramifications should be clearly pointed out—both for the director who is required by law to report allegations of possible abuse and for the staff member who may be involved. Ground rules in terms of employment for an alleged offender should be concisely stated.

The actual training sessions should be planned for variety and balance—sessions requiring physical activity, for instance, should be alternated with sessions of sitting and listening. The director should employ a variety of teaching techniques to assure maximum attention and comprehension: guest speakers, demonstrations, films, charts, discussions, and human relations games and activities. Variation in numbers can stimulate participation; one can alternate large group sessions where all participate with small group gatherings. Work sessions with specific tasks assigned to small groups can get necessary work done before camp opening and can provide an opportunity for staff to get acquainted and to work together. However, the director should avoid the temptation to spend fifty percent or more of the staff training week on the physical tasks required to open camp. The painting, cleanup, and repairs should be considered and completed by a work crew well in advance of pre-camp training, so that the time allotted for staff training can be devoted primarily to the objectives defined earlier.

In searching for ways to accomplish such objectives, it is important, too, for the director to assess the needs and feelings of individual staff members. By involving a number of staff members in the planning of orientation, he/she may gain some additional input. An open-ended discussion early in the training period can also reveal needs felt by a number of staff members. Some directors also use a written needs assessment to identify needs that a staff member may be hesitant to mention early in the camp relationship. The size and experience of the staff will, in part, determine the method the director uses to gain an understanding of staff members' individual needs and objectives. Staff participation can be increased by assigning sessions or topics to individual staff members with expertise in a specific area; however, staff members asked to make presentations must be notified well in advance.

Outside resource persons from universities, county health departments, U.S. Forest Service, Conservation Department, etc., can often provide expertise for specific presentations; the involvement of such persons will also build relationships with the local area. However, a constant parade of such presentors can interfere with the group spirit and overall thrust of the training week so selection and spacing of such presentations should be carefully considered.

During the training week departmental heads should have an opportunity to confer with staff who will be under their immediate supervision so that procedures and responsibilities can be defined before campers arrive and actual operation begins.

Staff training should also include a tour of the campsite perhaps combined with orientation about the region in which the camp is located. Health and

safety procedures need to be covered in detail, as do rules and regulations regarding dining room, waterfront, and camp store. There should also be some opportunities for relaxation and fun—and for simply talking together.

An overnight or slightly longer camping trip might also be a most productive part of staff training; a trip would allow time for the practice of camping skills and opportunities for working and relaxing together. This type of trip is even more important in a day camp where orientation and staff training sessions may have been day-only sessions which do not allow the time needed for socialization.

The staff training period will set the stage for continued training during the summer: staff meetings, supervisory conferences, in-service training, informal contact with individuals as they are working at their job and staff evaluation. There should be time in the training period for departmental heads and program instructors to develop written plans and outlines relating to their summer plans and instruction. It is the director's role to be an enabler throughout the staff training period, to help all of the staff receive the information they need to get organized before the campers arrive and to operate once camp opens.

When setting up the time schedule for the training week, the director should plan for a day off for staff between the close of training and the arrival of campers. This allows staff time for relaxation and for taking care of details of shopping which might not have been completed prior to arrival at a resident camp. The intensity of a resident camp training period may require at least some time away from camp for the benefit of all.

CHECKPOINTS

1. Have the dates for pre-camp training been clearly identified to staff at the time of the contract?
2. What are the specific objectives which need to be accomplished during the pre-camp training period?
3. Have you reviewed staff applications and interview records to determine areas in which particular help or instruction will be needed by individuals?
4. Which staff members with particular expertise can be used during staff training as group leaders, presenters, or instructors?
5. Are there outside resource persons within fifty miles of the camp location?
6. Are you as director going to assume the leadership role in the staff training period or collaborate with other key staff persons? How are those roles to differ?
7. Have you involved staff in a neds assessment to try to uncover the training needs felt by individual staffers?

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   C-18, C-20 through 21
   SB-1, SB-3
   SE-1

The following written documents should be reviewed during staff training.

B-1 through 5, B-12, B-15, B-25
C-12 through 15,
E-1, E-10

Staff Supervision

11

Possibly one of the most overlooked processes in general camp administration is the development of a regular system of supervision, evaluation, and feedback to staff. Under the pressures of the summer season, it is difficult to allot sufficient time for supervisory functions unless a plan is developed prior to camp opening. A regular program of supervisory conferences provides countless opportunities for stimulation of individual growth, for a deepening of supervisor-staff relationships, and (ultimately) for an increase in job performance.

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This supervisory process, if carried on in a relationship of mutual trust and respect, can be a major factor in the retention of staff. A director has no more valuable asset for insuring job performance than a personal knowledge of and relationship with staff, which allow the opportunity for assessment of individual job performance (both positive and negative aspects) and the flexibility resulting from exposure to all types of personalities and to a wide range of problems. On a personal basis, this interplay of relationships, which provides an opportunity for the director to share in the lives of individuals with a people-oriented commitment to the camp and its program, is at the top of the scale of job benefits.

Guidelines

There are some guidelines which may be helpful to a new supervisor who may have had little experience directing a staff:

1. *Trust* is an important factor and is basic to establishing a meaningful relationship, both for job performance and for personal interaction. The staff member needs to know that the supervisor can be trusted to deal objectively and unemotionally with the problems and discussions which arise. He must also know that the supervisor can deal with matters involving other individuals, that the supervisor can see several sides of a question and can make an impartial decision, if one must be made. The person being supervised should also be assured that his personal problems and concerns as well as his job performance (as discussed with his supervisor) will not be disclosed to the general community but will remain confidential.

   In order to maintain this trust relationship with his/her staff, a director must show staff members that he/she values them and

respects them regardless of their job performance. It may be difficult, at times, for a director to maintain this attitude; it should grow out of his/her innate respect for the worth of every individual, a respect which can transcend differences or personality conflicts.

2. *Rapport.* The ability of a director to quickly establish communication and a relaxed interaction with staff members who may be unaccustomed to and/or wary of the supervisory process is paramount. Along with the belief in individual worth, a genuine liking for all sorts of people and skills in human relations will help the director to create the desired climate.
3. *Sharing.* The supervisor should cultivate the habit of sharing with the employee his/her appreciation of the job that staffer is doing; regular commendation of a job well done will also help to prepare a staff member to accept criticism when it may be necessary. The director should make it a habit to drop in occasionally on a group or area of work to observe activities; if a staff member feels that this is done in a benevolent spirit, he/she will gradually become less self-conscious about observation. A director's support and appreciation may very well not be perceived by a staff member unless it is expressed verbally and backed up by his/her treatment of that individual.

If the staff supervision process which will be used has not been previously established, the director should share the details of that process with the group during staff training. It is helpful to give an idea of general expectations and of the criteria to be used in staff evaluation. If written notes from conferences will be added to personnel folders, the staff should be informed of this.

How Does One Begin?

For a new supervisor who may not be well acquainted with staff members, time can well be spent in reviewing the personnel information folders of those previously employed and returning for the current season. An early acquaintance with staff backgrounds and facts about an individual is an asset when meeting the individuals and helps to establish them in memory.

After the basic orientation, the director might well seek opportunities prior to the camp season to chat and get personally acquainted with local staff. With out-of-town staff the opportunities for beginning a relationship are fewer and limited perhaps to correspondence, but all are nonetheless important. The same can be entered into with new staff through a perusal of the application form, references, and other information, followed by a personal interview (as discussed in Chapter 4).

With the opening of camp and the beginning of staff training, personal contact can be broadened through discussion sessions, small group activities, human relations training, unstructured social occasions, group work projects, and informal contact during a staff overnight or trip. Any personal interplay which strengthens a relationship between supervisor and staff is a major plus in the supervisory relationship.

". . . informal observation . . . the opportunity for the supervisor to observe the counselor in various activities . . ."

Tawingo, CN

The Supervisory Process

Since counselors form the majority of staff members, a supervisory program for counselors and the unit director or head counselor will be outlined here. However, this program can easily be broadened and adapted to other staff and departments.

(1) *Post Staff Training Conference.* It is often effective for the supervisor to schedule twenty to thirty-minute conferences with each counselor at the end of staff training and before the arrival of the campers. The following types of questions can form the basis of the interview; hopefully, they can help the interviewer increase his/her knowledge of the staff member and get some feedback on the training period, and they can assist the staff member in solidifying and expressing his/her own reactions to staff training.

1. What areas of the job, as you see it now, do you feel confident in handling?

2. Are there any areas about which you feel apprehensive?
3. Skill-wise, are there areas where you feel less than competent? (If teaching skills, is there an area where you have difficulty with organizing and teaching material?)
4. Is there a particular age group of campers you would prefer?
5. How do you feel about your relationship with other staff? (Although the counselor's answer is important here, your observations and information about this may be necessary to complete the picture.)
6. With what areas of staff training did you feel most comfortable?
7. Were there sessions of staff training that were of little or no interest to you?
8. What are your personal goals for the summer? One very positive factor in avoiding a climate which may be favorable to child abuse is to encourage staff to set personal goals. Another is to encourage staff to plan ahead to spend time each day refreshing and recharging themselves (without neglecting responsibilities) to keep from getting overly drained.

By the end of the conference, the supervisor should have begun to establish a working relationship in which the counselor feels free to share problems and difficulties.

(2) *Observation.* A planned program of informal observation provides a supervisor with the opportunity to observe the counselor in various activities which are a part of his/her performance in the living situation, in skills teaching, while participating in program activities with campers and other staff, and while eating. These observations, which should be carried out informally on a regular basis, will provide information about the counselor's ability and potential. Every effort should also be made to establish as much contact as possible with campers in informal situations. Although these drop-in practices may cause some anxiety in the beginning, hopefully counselors will come to accept them as a part of the supervisory process.

The frequent presence of the supervisor in daily activities will also provide opportunity for interchanges that often will not happen otherwise. Obviously, the best feedback to the counselor on his/her performance is that given immediately after the observation. Since the supervisor does not wish to provide such feedback in front of campers or other staff, the opportunity for immediate feedback may not present itself. Therefore, it may be helpful to both the supervisor and the counselor if the supervisor jots down his/her observations after leaving the program area. Such notes can be tucked into the employee's personnel folder and used at the time of the supervisory conference. It is important that these notes include positive feedback as well as criticism. These written notes also provide another link in the protective chain for the staff member and the camp in terms of alleged child abuse.

(3) *Subsequent Conferences.* Depending upon the length of the camp's sessions, another supervisory conference should, ideally,

be scheduled with each counselor after a primary period of working with campers—at the end of the first session, if the sessions are two weeks or less. If the camp has campers scheduled for sessions longer than two weeks, the conference should come at a logical program point within the first three weeks. This conference can deal with many topics such as:

1. The counselor's comments on each camper in his group—and the relation of each to the group as a whole. This sort of discussion has a dual purpose: the director receives, informally, information helpful in evaluating the campers for future group placement or for dealing with the camper through various problems, and he/she has a chance to check on the counselor's ability to relate, to observe, and to articulate understanding of individual campers.
2. Problems or conflicts which arose or currently exist and if they have been worked out. (This probably will arise naturally out of the first topic; if not, it is good to include it as an indicator of how the counselor interacts and makes decisions concerning campers.)
3. If you could redo this time period, what would you handle differently?
4. How do you feel about your job performance? Any frustrations or high points?
5. Did you accomplish any of your personal goals?
6. Brief indication by supervisor of his/her observations of the counselor in action: good points first, followed by any problems or suggestions for more effective performance. It might be well to introduce this area by asking the counselor to evaluate the weaker and stronger points of his/her own performance during the period. This often opens the discussion on a more positive note.

A sociogram (see *Illustration 11.1*) is often useful in this type of conference, particularly if the camp's program is focused on small group living or camper relationships. Such a diagram serves as a visual reminder of questions which should be covered during this discussion and subsequent ones.

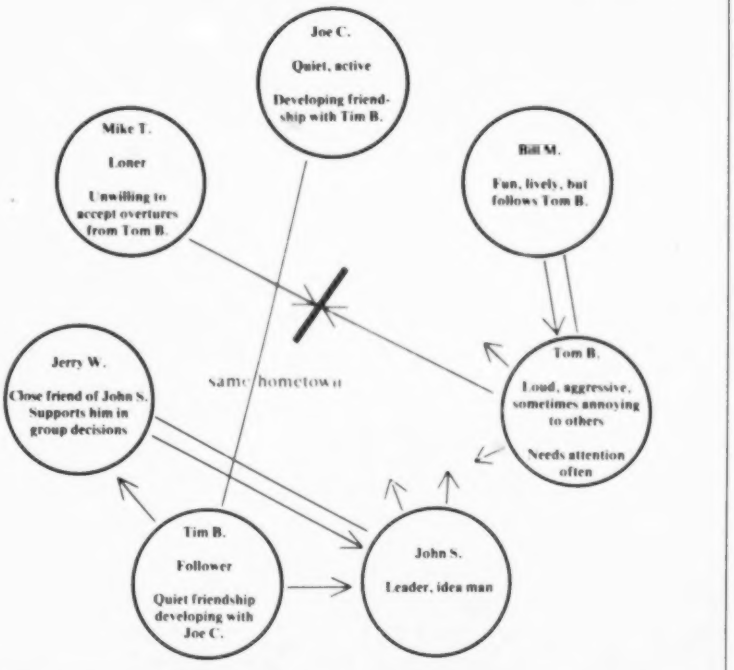
This type of interview can well be repeated at the end of each camp session where there is a change in camper assignments—or on a regular basis if the camper group remains longer. The questions can be adjusted in the latter case, to deal more specifically with problem areas and with progress since the previous conference.

(4) *End-of-Summer Conference.* So far, we have dealt with evaluation of the counselor from the viewpoint of the counselor and of his/her immediate supervisor. This process provides only a partial view of the counselor's job performance. In addition, some system should be devised for evaluation of the counselor by supervisory personnel in other departments or areas of the camp with whom he has had some contact during the session or summer. Some of

Illustration 11.1

SOCIOGRAM

LIVING GROUP Pioneers COUNSELORS: Smith Levine



The circles provide a space to detail personal information, observations, or problems of each individual camper. The spaces between circles can be used to indicate relationships with other individuals. The center space can be utilized to sum up general observations about the group as a whole; how they worked together, attitudes, spirit, etc.

these, depending upon the basic staff organization, might be the nurse, the program or unit directors, the assistant director, the business manager, the tripping director, the food service director, and the waterfront director. It is helpful if these evaluations can be devised in such a manner that they can be added together to get a numerical average in various areas of concern which can be readily communicated to the counselor. (See *Illustration 11.2*).

The closing conference should give an opportunity for the supervisor to:

1. Share with the counselor his/her evaluation of the counselor's performance over the summer as well as any comments and evaluations from other staff gained through the evaluations mentioned above.

2. Hear the counselor's feelings about the camp, the experience, and his/her own performance.

Through this conference the supervisor can help the counselor to understand that self-evaluation is a necessary part of human growth and development.

Though this overall plan is designed for supervision of counselors, a similar supervisory process is applicable to non-counseling positions as well. The supervisor needs to follow similar principles and steps:

1. Establish initial ground rules and understandings with the employee in an opening conference at the close of the first days of orientation.
2. Observe the employee at work and make notes of these observations out of sight of employee and group.
3. Establish a scheduled time for a conference every 10-14 days to discuss the employee's concerns, the employee's job performance, and the accuracy of the job assignment/description.
4. Hold an end-of-season conference in which some feedback is given the employee, pointing out improvements over the summer, and opening the conference for any feedback from the employee.

There should be few surprises for the staff member or supervisor when he/she comes to the end of the season conference. Hopefully, any major performance concerns or problems will have been dealt with as the occasions arose over the summer and not kept until the final conference.

Where there are a number of supervisors in a camp setting, the camp director can benefit from the work of these supervisors by having them make brief notes on each conference which are in turn placed with the employee's personnel record, and which can be reviewed by the director from time to time. The director can thus learn from administrative staff meetings and such written records the overall individual needs and performance of all the staff which he/she cannot observe directly.

Such a pattern of supervision also needs to be established between the director and his/her administrative staff (supervisors). All employees need an opportunity to air their job problems, performance, and frustrations on a regular basis.

CHECKPOINTS

1. Do you have an outline of who supervises whom?
2. What is the plan for supervision of staff you as director supervise?

—conferences?
—observation?
—group meetings?

1. Standards: ACA
C-12, C-14, C-22

Illustration 11.2

SAMPLE STAFF EVALUATION FORM

Explanation:

1. Person doing rating studies each square in horizontal column, and circles one number (1-10) indicating appropriate level. Particularly appropriate phrases can be circled and inappropriate phrases can be crossed through.
2. Various persons' ratings are recorded on a central form and an average line drawn in graph form with low and high scores circled, and comments noted. (Solid line in *Illustration 11.2).*
3. Employee being evaluated is invited to mark a form on himself/herself, with supervisor pointing out the importance of self-evaluation as a growth tool.
4. The employee's evaluation line is marked in different color on central form (dotted line in *Illustration 11.2),* and the comparison of the two lines is used as a basis of the supervisory conference. Again emphasis is placed on self-perception in the evaluation process.

STAFF EVALUATION FORM CONFIDENTIAL evaluation of _____ by _____

Please circle a number in each horizontal section which best approximates your position of staff member on noted area. Mark through words or phrases that do not apply.

UNDERSTANDING OF CAMPERS	—Limited understanding of groups and individuals —Communication on basic level only —No close relationships with campers	—Beginning comprehension of groups/individuals —Begins to communicate —Occasionally develops close relationships with campers	—Basic understanding of group dynamics/personal growth —Good communication but limited depth —Develops friendships with campers —Participates with campers	—Good understanding of group—establishes rapport quickly —Limited awareness of potential of individuals —Some close relationships	—Reveals excellent understanding of groups and individuals —Shows real involvement with and respect for campers —Good communication skills —Recognizes and develops individual and group potential —Many close relationships
	1 2	**3 4**	**5 6**	**7 8**	**9 10**

ATTAINING SPIRITUAL GOALS	—Unsure of personal goals and directions —Hesitant to discuss life situations —Harsh and abrupt in dealing with campers —Discourages individual thought **1 2**	—Unsure of self —Unstable —Misses opportunities for group discussion —Fails to promote camper awareness of life **3 4**	— Lives well with campers —Shows personal spiritual values through living rather than discussion —Willingness to talk and develop ideas in discussion —Good self-concepts **5 6**	—Expresses self well —Develops some ideas through discussion —Begins some discussion in areas of attitudes/goals **7 8**	—Good self-concept —Utilizes opportunities for group discussion —Encourages personal development of life goals —Demonstrates loving, concerned attitudes in dealing with campers **9 10**
MANNER/ RESPONSIVENESS	—Timid —Overbearing —Withdrawn —Cocky —Dominates conversations **1 2**	—Quick tempered —Irritating —Indifferent —Does not volunteer information —Evasive **3 4**	—Well balanced —Good listener —Responds well —Mature/balanced **5 6**	—Very confident/alert —Self-assured —Tactful —Spontaneous —Stable **7 8**	—Enthusiastic, warm —Perceptive —Imaginative —Exceptionally self-possessed **9 10**
MOTIVATION	—Just wanted a job —Not interested **1 2**	—Primarily interested in camp life, not campers —Self-centered **3 4**	—Willing to work —Interested in campers —Considerate **5 6**	—Genuine interest in and love for campers —Very industrious **7 8**	—Primary concern is to work with campers —Always thoughtful/ considerate of others **9 10**

(continued on next page)

Illustration 11.2 (continued)

APPEARANCE	—Untidy —Sloppy —Often dirty —Dishevelled **1 2**	—Careless in dress and cleanliness **3 4**	—Good appearance —Generally clean and tidy **5 6**	—Very neat —Careful in dress and cleanliness **7 8**	—Gives evidence of concern and care in cleanliness at all times **9 10**
ATTITUDES TOWARD CAMP OPERATION	—Avoids participating in certain camp activities —Complains about assignments —Sees only small part of total operation of camp as important **1 2**	—Participates but avoids active leadership in activities —Attitude discourages participation of campers —Ill at ease before a group—timid, hesitant —Lacks confidence to secure group's attention **3 4**	—Leads some activities —Works in most any assignment without complaint —Lends support to programs through attitude and participation **5 6**	—Relaxed and confident in leadership —Gains enthusiastic response from audience —Well prepared and organized —Brings fun to any activity supervised **7 8**	—Participates in and enjoys activities and group —Inspires enthusiastic response —Can handle any situation when leading group **9 10**
TEACHING OF SPECIFIC SKILL	—Disorganized —Wordy —Unsure of self —Limited ability in skill area	—Ill at ease —Knows basic skills —Lacks organization and confidence in teaching	—Comfortable —Communicates skills well to individuals —Adept at skill	—Well organized —Very much at ease —Varies pace, involves group —Involves individuals in trying skills	—Exceptional command of organization —Speaks camper language —Involves individuals easily —Expert at skill

Notable strengths: _____

Notable weaknesses: _____

If you were director, would you employ this person another year? _____

Operation and Supervision of Program Services

12

Program is, as we have already suggested, only a tool which grows out of the camp goals and objectives. To develop program activities without goals and objectives in mind is simply to provide a potpourri of unrelated activities, many of which may be just as easily available in the camper's home setting. Progam is not just the activities; it is *everything that happens in camp.* Hence, particular care has been taken in this chapter to deal with as many aspects of the living experience as possible: eating, sleeping, health care, transportation, surroundings, and activities.

In many smaller camps, the director will give immediate supervision to the coordination of program activities; but, as the number of campers grows, the director will have to secure assistance or delegate this primary responsibility to a program director or coordinator. It is important that the ongoing responsibility be assumed by one individual so that one person can evaluate the overall program. That person needs a clear understanding of the camp's objectives/goals, of the background of the campers, and of the age groups in camp, as well as a working relationship with the staff. Only with that background can a person monitor the camp's progress toward meeting its goals and objectives.

Regardless of the size of the camp, the director can never completely delegate supervision of the program without releasing control of all of the camp's operation. In other words, to deal with health, food, and maintenance services in one segment of camp leadership and on one philosophical basis and expect program to operate in a totally separated manner is unrealistic. The delegation of program to the program director does not generally mean that the camp director totally divorces himself/herself from program direction; the camp director and the program director must share a cohesive and collaborative approach to all of the elements of camp life to make the experience fruitful.

Although the scheduling and utilization of program activities will vary with the degree of centralization or decentralization of camp (as discussed in Chapter 3) some elements should be considered in any approach to program activities.

Specialized Program Emphasis

A growing trend has been for many camps to limit their entire program or the program of certain sessions to a narrow range of activities. This emphasis

has ranged from overall sports to specific sports (basketball, golf, tennis, gymnastics, etc.), from foreign languages to music, from scuba to canoeing. The appeal has often been to the camper's interests as stimulated by schools or commercial sports and/or to the parents' concern for the child's development of certain skills.

To argue that specialized or general programs are better or worse is a doubtful exercise, since the value of any camp experience is far more dependent upon the camp leadership, and upon the alignment of the camp's, parent's, and child's objectives and relationships than it is on the specific activities.

Staff in the specialized camps should be careful not to over-emphasize skills in one sport or area at too early an age or the child's experience will be too narrow. Even in a camp specializing in one area there should be opportunities for other activities and experiences. On the other hand, more generalized camps must recognize that often older campers need a greater challenge in skill development or adventurous activity than is available in a broadly-based program.

In specialized camps, a staff member striving for greater experience and expertise should not be allowed to overshadow his/her overall counseling role. Although every staff member need not be a living unit counselor in every camp, every staff member should have concern for the camper and be willing to deal with the needs of each individual.

Specialized Clientele

Because of the orientation of certain sponsoring organizations to particular groups (inner city, physically disabled, senior adults) or because of the lack of camping services for such groups, many camps have been established exclusively for a specialized clientele. However, there has also been a continued move toward integrating special groups into the more normal camp community wherever the particular difference does not prevent their participation in camp activities. Thus, the whole camp community gains a greater sensitivity to various groups.

The camp for the specialized clientele does not demand the elimination of any overall set of camp activities; this principle has been demonstrated again and again by creative and determined individuals who have utilized almost all possible activities in specialized camp programs. However, in the programs, less emphasis is put on expertise and more on fun and participation.

Camps which are considering serving campers from a specialized group for the first time need to give consideration to the adaptation of facilities, program activities, and policies to the needs of the campers involved. The director of such a camp must be careful not to assume that certain things cannot be done, but rather must approach program with an enabling attitude and seek possible alternatives. This will necessitate sensitive staff training with the specialized clientele.

Specific Activities

There is a wealth of material available on the wide variety of specific camp activities. Covering such a number of activities in detail would prevent this

book from being a short, practical volume. Hence, specific activities are not discussed here but a larger than normal bibliography has been appended to provide for the variety of needs facing a wide range of new camp directors. Here we offer instead an overall approach to program activity which should help the new camp director in the development of program. It is more clearly specified in the Standards of the American Camping Association, specifically: D-15, D-16, D-17, D-18. The Standards specify that the following should be developed for each controlled physical risk program activity to be offered by a camp:

1. Written operating procedures regarding each controlled physical risk activity including the following:
   - —Supervision methods, ratios.
   - —Staff qualifications.
   - —Participation and safety considerations with eligibility.
   - —Emergency procedures and making safety regulations known to campers/staff.
   - —Description of program and equipment, including skill levels, program format, activity types, organization and equipment care, use and storage.
2. Leaders in charge of activities who have skills specific to those activities (evidenced by current certification or previous documented experience).
3. Standards for leader competence with demonstrated competence documented in:
   - —Ability to work with types of groups participating in the activity.
   - —Ability to identify and manage environmental and other hazards related to the activity.
   - —Ability to apply emergency health care procedures related to the activity and participants.
4. Adequate equipment to be available which is:
   - —Maintained in good repair.
   - —Stored in a manner to safeguard effectiveness.
   - —Checked immediately prior to use.
   - —Appropriate to age, size, and ability of the users[1].

In many cases, the resource materials and certification programs developed by national organizations can provide the guidance and outline needed (see Chapter 17). However, there are many activities for which there is no national certification program. For these, the director should develop a written plan after studying the available literature and consulting with experts.

The pacing of the day's activities is as important as the activities themselves. There should be plenty of physical activity to meet the energy and exertion needs of most children. On the other hand, there should also be time for quiet, relaxation, rest, and individual initiative. A mid-day break should be planned during which children (and staff) can catch their breath by lying down or sitting on their bunks or under a tree reading, writing letters, listening to music, or playing quiet games. The camper's age will dictate the logical approach for this break. Younger children may need more regimentation or routine established to get them to bed; but, once there, the body

generally takes care of the rest if the morning has been an active one. Teenagers may benefit from a more flexible approach which offers some choice in the use of this quiet time, as long as they understand the purpose.

Campers also need some time when they choose what to do. Such a flexible period can offer campers a chance to visit with friends, to read a book, to write letters, to visit a program area and observe or participate without committing themselves to long-term involvement, or to participate in a game if they feel like it. For these flexible periods campers should be separate from a specific group or counselor; more general staffing can be done on the basis of geographical area or program area staff assignment. Such a period should be followed by a meal or enrolled activity so that counselors can check their groups for the wanderer or lost child.

In a resident camp, evening also affords an opportunity for activities paced differently than those during the day. Evening activities are often broadened to the unit or other portions of camp if the day's activities have been in small or living groups; or, in camps where daily activities are more general or specialized, evening provides an opportunity for living unit activities. The wealth of program ideas usually generated by staff and campers alike can well replace a manual of operation. However, the perusal of various program resource books during staff training or during the summer by staff members can often provide the stimulus needed for staff and campers to generate variations or new ideas. Again, such activities should be paced so that the more physical or boisterous activity takes place earlier in the evening; a general slowdown in activity and noise level the closer one gets to bedtime will help the counselor to quiet the living group for sleep.

In planning the program the camp operator should always consider the importance of helping the camper to understand and experience neighboring groups and the larger camp community as well as the small group in which he lives. Some camps do this in evening program; others set aside certain days of the period for all-camp programs. Special activities and events are planned for these days; special decorations, announcements, and skits help build enthusiasm on the part of campers. It is vital, however, that careful staff control be maintained so that competition between groups does not become vicious or cruel.

CHECKPOINTS

1. List all program activities planned for the summer.
2. Using the form *(Illustration 12.1)* list activities across the top of the form and check squares where you have written documentation of staff or camp compliance with the requirement.
3. Look carefully at those activites which have fewer than ten checks. Can these activities be easily upgraded for the upcoming season? Why has less attention been paid to these activities in the past?
4. Outline the flow of a typical day at camp. Are there times for:

   —strenuous physical activity;
   —quiet, reflective, relaxed time;
   —the camper to choose his/her own activity;
   —the living group to have an activity together;
   —the camper to meet campers from other living groups; and
   —learning new skills?

BEST COPY AVAILABLE

Illustration 12.1

CONTROLLED PHYSICAL RISK ACTIVITIES SCORES
(D-15 THROUGH D-18)

DS X all the controlled physical risk activities offered.

List only those activities that comply with the definition of "controlled physical risk." See page 33.

X = Yes, Complies
O = No, Does Not Complies

List activities offered

	Outdoor Camp	Endurance	High Ropes Course	Caving	Canoeing	Sailing	Small Boating						Camp must comply across all controlled physical risk activities offered in order to score YES
D-15 WRITTEN OPERATING PROCEDURES													
A. Supervision													
1. Methods and ratios	X	X	X	X	X	X							D-15 A YES X NO__
2. Personnel qualifications	X	X	X	X	X	X							
B. Participation and safety factors													
1. Eligibility requirements	X	X	X	X	X	X							
2. Known safety regulations	X	X	X	X	X	X							
3. Emergency procedures	X	X	X	X	X	X							D-15 B YES__ NO X
4. Authoritative sources	O	O	X	X	X	X							
C. Program Equipment Description													
1. Skill levels included	X	X	X	X	X	X							
2. Program format, activity types and organization	X	X	X	X	X	X							D-15 C YES X NO__
3. Equipment care, use and storage	X	X	X	X	X	X							
D-16 LEADERS HAVE SKILLS SPECIFIC TO THE ACTIVITY	X	X	X	X	X	X							D-16 YES X NO__
D-17 LEADERSHIP COMPETENCIES													
A. Ability to work with participant groups	X	X	X	X	X	X							D-17 A YES X NO__
B. Ability to identify and manage hazards	X	X	X	X	X	X							D-17 B YES X NO__
C. Ability to apply emergency health procedures	X	X	X	X	X	X							D-17 C YES X NO__
D-18 EQUIPMENT USE AND CARE													
A. Equipment maintained and safety checked	X	X	X	X	O	X							D-18 A YES__ NO X
B. Equipment appropriate to users	X	X	X	X	X	O							D-18 B YES__ NO X

Your signature indicates all controlled physical risk activities listed on the profile and/or advertised in camp program have been scored above or noted on the comment form. Any such activities not so scored will be removed from the camp profile.

Director - Signature _____ Visitor - Signature _____ Visitor - Signature _____

Immediately after the visit distribute copies as follows:
Gold copy – retained by Lead Visitor
Pink copy – retained by Camp Director
Yellow copy – mail to Section Standards Chair
White copy – mail to ACA, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902

ACA ACCREDITED CAMP

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   - B-1—2, B-4, B-11
   - D-1—8, D-10—18
   - F-1—17
   - G-1—19
   - H-1—17
   - I-21

2. State or Local
   - Qualification of waterfront staff and organization of waterfront

1. *Standards with Interpretations for the Accreditation of Organized Camps.* American Camping Association, Martinsville, IN, 1984, pp 33-35.

Operation and Supervision of Central Support Services

13

Health Service

Careful attention to the early selection of a camp nurse, and identification of standing orders and health service policies and procedures will save the camp director considerable time and worry later in the season. Although the camp director can seldom be an expert in medical areas, he/she should be very familiar with this particular part of camp life.

A camp physician should be selected with care and with attention to references, for the director needs the advice of a doctor who has not only an understanding of the medical treatment of children, but also of the unique characteristics of the camp setting. Camps with boards or committees may have a health committee which includes a physician or nurse, but that does not substitute for a physician under agreement to the camp in the camp's local community. With the camp physician, the director should determine several key policies:

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1. What is the maximum time acceptable between physical examinations by a physician?
2. What are the primary responsibilities and qualifications for the camp health supervisor?
3. What are the steps to be taken in the screening of campers and staff on their arrival and prior to their departure?

In selecting a nurse, the director should not be so eager to sign up the first Registered Nurse who comes along that he/she fails to take a careful look at the nurse's experience and approach. A nurse who has spent his/her entire nursing career in a hospital or doctor's office may be very reluctant to take any step in a camp health service without direct orders from a doctor. Experience in an emergency room, as a school nurse, or in pediatrics is more likely to provide experience comparable to the camp health situation.

In advance of staff training, the camp nurse and the director should sit down for a lengthy appointment with the doctor(s) who have agreed to service the camp. (That agreement should take the form of a letter between the doctor(s) and the director and should be signed by both.) The conference between the camp doctor, the nurse, and the director should include a review of the written camp health plan which includes most of the following points:

1. An examination of the list of medicines and first aid supplies used the previous year and the compilation of a list of what the doctor wishes to be used during the camp season.
2. A discussion of problems that have been encountered by the doctor in the past if he has serviced the camp previously.
3. A discussion of the standing orders under which the camp nurse will operate. Standing orders should include procedures and responsibilities in first aid, emergency medical care, routine health care by staff other than the health supervisor, initial health screening, and professional therapy (if any). These should be examined carefully, modified, and signed by the doctor(s), and a copy kept by both the camp nurse and the doctor(s). The doctor should be provided with a copy of Suggested Standing Orders which he can then revise and sign.
4. A clear understanding about hospitalization procedures—who is called first, calls after hours, etc. The camp director should already have made arrangements in writing for admission of patients and emergency services with the hospital chosen by the camp phsycian.
5. A clear understanding of insurance and billing procedures.
6. A discussion of the first aid approach the staff should use in the absence of the nurse (when on camping trips, at the waterfront).
7. An invitation to the doctor to visit camp sometime during the summer.

It is vital that this conference precede any training of staff in first aid and health procedures. In addition, the director and nurse should agree on the following procedures and expectations:

1. Procedures for health check of staff and campers upon arrival at camp, including what record is kept.
2. Procedures for keeping a bound, day-to-day log of the first aid treatments and ailments of campers and staff.
3. Responsibility for completing insurance papers to be filed with camp office or doctor(s) and hospital.
4. Procedures for ordering additional first aid supplies, and for storing existing supplies (including a locked cabinet for narcotics or prescription drugs).
5. A plan for regular health inspection of the whole camp (who will accompany nurse on cabin/tent inspection?)
6. Procedure for emergency transportation—drivers, location of auto keys, gas.
7. Procedures for laundering of infirmary linens and disposal of trash.
8. Procedures for obtaining trays from kitchen for patients kept in infirmary during mealtimes.
9. Procedures for trips to doctor, for securing prescriptions, and for telephoning doctor, hospital, and parents of camper or staff member.

Illustration 13.1

Entry Sheet for Health Record Log

CAMP HEALTH RECORD

Date _____

Time	Name	Living Unit	Nature of Illness or Injury	Treatment or Disposition	Treated By

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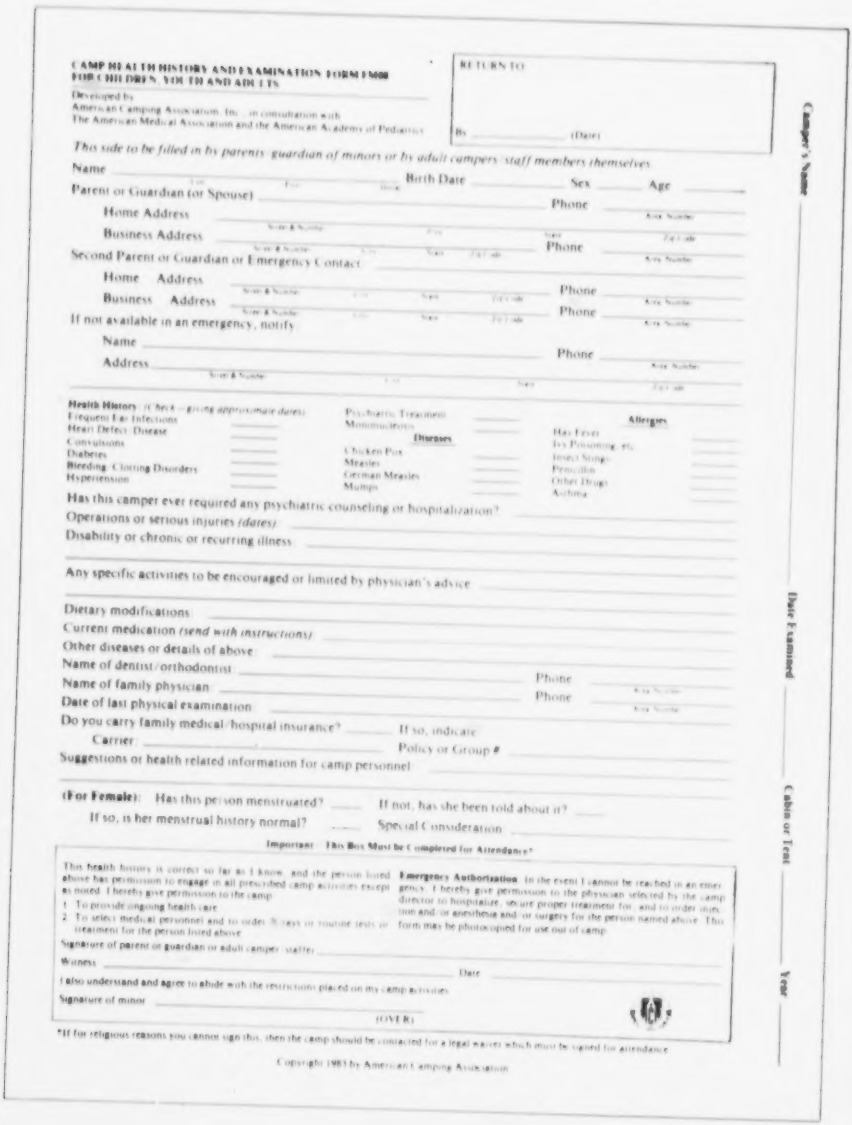
Illustration 13.2 (Front)



CAMP HEALTH HISTORY AND EXAMINATION FORM FM00
FOR CHILDREN, YOUTH AND ADULTS

Developed by
American Camping Association, Inc., in consultation with
The American Medical Association and the American Academy of Pediatrics

RETURN TO:

By _____ (Date)

This side to be filled in by parents, guardian of minors or by adult campers/staff members themselves.

Name _____ (Last, First, Middle) Birth Date _____ Sex _____ Age _____

Parent or Guardian (or Spouse) _____ Phone _____ (Area Number)

Home Address _____ (Street & Number, City, State, Zip Code)

Business Address _____ (Street & Number, City, State, Zip Code) Phone _____ (Area Number)

Second Parent or Guardian or Emergency Contact _____

Home Address _____ (Street & Number, City, State, Zip Code) Phone _____ (Area Number)

Business Address _____ (Street & Number, City, State, Zip Code) Phone _____ (Area Number)

If not available in an emergency, notify

Name _____ Phone _____ (Area Number)

Address _____ (Street & Number, City, State, Zip Code)

Health History *(check — giving approximate dates)*

Frequent Ear Infections _____
Heart Defect/Disease _____
Convulsions _____
Diabetes _____
Bleeding/Clotting Disorders _____
Hypertension _____
Psychiatric Treatment _____
Mononucleosis _____

Diseases

Chicken Pox _____
Measles _____
German Measles _____
Mumps _____

Allergies

Hay Fever _____
Ivy Poisoning, etc. _____
Insect Sting _____
Penicillin _____
Other Drugs _____
Asthma _____

Has this camper ever required any psychiatric counseling or hospitalization? _____

Operations or serious injuries *(dates)* _____

Disability or chronic or recurring illness _____

Any specific activities to be encouraged or limited by physician's advice _____

Dietary modifications _____

Current medication *(send with instructions)* _____

Other diseases or details of above _____

Name of dentist/orthodontist _____ Phone _____ (Area Number)

Name of family physician _____ Phone _____ (Area Number)

Date of last physical examination _____

Do you carry family medical/hospital insurance? _____ If so, indicate

Carrier _____ Policy or Group # _____

Suggestions or health related information for camp personnel _____

(For Female): Has this person menstruated? _____ If not, has she been told about it? _____

If so, is her menstrual history normal? _____ Special Consideration _____

Important: This Box Must be Completed for Attendance*

This health history is correct so far as I know, and the person listed above has permission to engage in all prescribed camp activities except as noted. I hereby give permission to the camp:

1. To provide ongoing health care.
2. To select medical personnel and to order X-rays or routine tests or treatment for the person listed above.

Emergency Authorization: In the event I cannot be reached in an emergency, I hereby give permission to the physician selected by the camp director to hospitalize, secure proper treatment for, and to order injection and/or anesthesia and/or surgery for the person named above. This form may be photocopied for use out of camp.

Signature of parent or guardian or adult camper/staffer _____

Witness _____ Date _____

I also understand and agree to abide with the restrictions placed on my camp activities.

Signature of minor _____

(OVER)

*If for religious reasons you cannot sign this, then the camp should be contacted for a legal waiver which must be signed for attendance.

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Camper's Name _____ Date Examined _____ Cabin or Tent _____ Year _____

Illustration 13.2 (Back)

IMMUNIZATION HISTORY

Required immunizations must be determined locally. Please record the date (month and year) of basic immunizations and most recent booster doses.

Vaccines	Year of Basic Immunization	Year of Last Booster
Diphtheria, Pertussis (Whopping Cough), Tetanus — DPT*	1 2 3	1 2
Tetanus, Diphtheria — TD*		
Tetanus		
Oral Polio (Sabin)* — TOPV		
Injectable Polio (Salk)		
Measles (hard measles, red measles, Rubeola)		
Mumps		
Rubella (German measles, 3 day measles)		
Other		
Tuberculin test given _____ (mm) (recent)		

Health Examination by Licensed Physician:

I have examined the above camp applicant. Date Examined _____

In my opinion, the above's condition does ____ does not ____ preclude his/her participation in an active camp program.

The applicant is under the care of a physician for the following condition(s): _____

Current treatment *(include current medications)*: _____

Explanation of any reported loss of consciousness, convulsion, or concussion: _____

Does applicant have epilepsy? Yes ____ No ____ Does applicant have diabetes? Yes ____ No ____

Recommendations and Restrictions While at Camp:

Any treatment to be continued at camp: _____

Any medication to be administered at camp *(specific dosages)*: _____

Any medically prescribed meal plan or dietary restrictions: _____

Any allergies (food, drugs, plants & insects, etc.): _____

Additional Health Information: _____

Licensed Physician's Signature _____ Phone _____
(Area Number)

Address _____ _____ _____ _____
(Street & Number) (City) (State) (Zip Code)

Date of Form Completion _____ *By _____

*Initial if completed by nurse or physician's assistant.

Whenever possible, these procedures should be written down and copies of certain ones (3, 6, 7, 8, 9) should be given to various other departments. Some of these are required by ACA Standards.

During staff training, the nurse should take the lead in explaining what is expected of staff members in the health area and in giving specific instructions in first aid. The nurse should be given a list of the staff members with first aid certificates of any kind so that he/she may utilize some trained persons to assist in small group demonstrations. Every staff member should have practical instruction in mouth-to-mouth resuscitation and other basic first aid procedures.

To both staff and campers, the director should point out that the camp's health service is not simply a place for the treatment of serious illness and injury, but is a friendly, integral part of camp life which ministers to many diverse needs in the camp community. Often, the nurse will deal with homesickness and ailments growing out of tension or other emotional/psychological causes. The involvement of the nurse in the fun activities of the camp, whether as an occasional helper at the waterfront or craft shop or as a participant in skits or stunts, can endear him/her to the camp as an individual. The nurse can become a listening ear for many of the problems of campers and staff which have little to do with medical treatment.

Cabin/tent inspection will enable the nurse to make sure that the living areas are kept clean and free of health hazards; he/she should also visit the kitchen, maintenance shop, program activity areas, and staff living quarters regularly. At all times the nurse should be alert to possible health hazards; when he/she spots one, it should be reported immediately to the department supervisor or to the director. Normally, it is not wise for the nurse to approach the counselor, kitchen helper, or staff member involved on the spot; rather, the problem should be called to the attention of the person's immediate supervisor.

In addition, counselors who live in camper living units should be given special guidance in spotting potential health problems. Counselors play an important role in routine health care as they observe the general health of campers and counsel them around personal hygiene practices.

The director should be careful to keep the health examination forms *(Illustration 13.2)*, health check-in records, the bound log of daily treatments *(Illustration 13.1)*, and completed insurance forms. These should be placed together and returned to the in-town office (if the director moves back after camp) so that they are available for reference during the year in case of questions or insurance claims. Before the next summer's records are begun, the past year's records should be tied together and stored in a safe place as legal records (See Chapter 8). The nurse should also take a careful inventory of medicines and first aid supplies as well as other supplies such as linen, paper products, etc., at the end of the summer; the inventory will aid the director in purchasing and planning for the next summer or for the fall-winter season.

Food Service

The majority of day camps do not have the matter of institutional food service as a day-to-day concern. Most often in these camps, campers bring

their own sack lunch except on cook-out days. However, the camp director must still pre-plan:

1. Refrigeration of the drink for the lunch meal (milk, punch, juice).
2. Provision of drinking water throughout the camp day.
3. Disposal of paper and scraps from the lunch period.
4. The lunch period to provide a relaxed, community atmosphere for good digestion and calm decorum.
5. Care of lunches from campers' arrival at site until lunch.
6. Cookout meals, often with aid of the campers, including the maintenance of good sanitation.

Some day camps do provide a hot meal service for their campers, and much of the information that follows is as applicable to a day camp as to a resident camp.

The Food Service Manager

A resident camp travels on its stomach as much as any army does. Therefore, the director should turn his/her attention to the food service early in the planning for the camp season. The early recruitment of a capable food service manager is one key to dealing with this important area of camp life.

"...it is always an advantage if the food service staff feels a part of the total camp and participates...in all-camp programs."

Camp Greylock, MA

The qualifications set down for that food service manager will depend on the size of the camp and the type of food service required. A very small camp of twenty-five to fifty campers can seldom afford to employ a trained dietician or nutritionist as food service manager. A cook experienced in school lunch room or fraternity/sorority house cooking can easily fill the bill, if menus are carefully planned with a dietician or nutritionist prior to camp. A camp of 150 or more will require a food service manager with more skills in meal planning and staff supervision than the small camp. In fact, the larger camp's food service manager had best have his/her skills in the areas of purchasing, planning, and staff supervision. An experienced first or second cook can provide the cooking ability needed for tasty food. Normally, one-third of a resident camp's budget is spent on the food service. Cutting corners on the salary or living conditions of the food service manager can lead to far greater costs than an increased salary might. Violation of good food services or state health regulations can lead to serious health and legal problems in the camp.

The development of menus is the first step in purchasing and summer planning. Hopefully, the director can find and examine the previous summer's menus for quality, appeal, and nutrition. If he/she secured a food service manager, the director should share the menus and comments with him/her and ask that person to revise the proposed menus in light of any suggestions, current prices of foods, the amount allocated for raw food in the camp budget, and the cycle of camp periods (changeovers every six or thirteen or twenty-eight days). If the camp is to qualify for commodities or milk refund from the U.S. Department of Agriculture (see Appendix) then he/she should be given information on these programs to consider in the preparation of the menus. If the camp is to qualify for the Summer Feeding Program, USDA (see Appendix), then the menu requirements of that program should also be furnished your manager. Upon completion of the menus, the director should review them and raise any questions he/she has about them.

Unless the food service manager is a qualified dietician or nutritionist, the menus should now be reviewed by such a person. Often, a specialist can be found in a district or city school office, or in the home economics department of a nearby college or university who will be willing to look over the menus for sound nutritional balance. When the menus have been reviewed, the dietician should be asked to sign the menus and explain his/her suggestions to the director or to the food service manager.

Ideally, this can be done early in the year so that adequate time is allowed for the purchasing of food. A returning food manager, or one who lives in the area of the camp, may know the best local sources for purchasing various foods. Otherwise, the director should research the best sources.

Food Purchasing

Securing bids on food orders can be helpful as a cost-saving device; but, for the first-year director, this process is normally an unnecessary burden, unless a system of bidding has been established in prior years. On all bids the grade and type of product required must be specified or the prices received may not be comparable. The director should secure prices from

several firms (if there are multiple delivery sources) on major food items such as milk, bread, and meat and certain canned fruits and vegetables which will be used in larger quantities. Normally, better prices can be secured on a large intial food order than on a week-to-week delivery; therefore, there is an advantage in developing a list of the basic canned and dry goods needed for the summer and placing the bulk of that order for delivery before the season begins. If food orders are placed early, firms will often guarantee prices quoted at the time of the order. However, before placing an early order, the director should have a relatively stable count of the number of meals to be served during camp. To determine the number of meals to be served:

1. Multiply the total number of persons (campers and staff) by three meals a day by the number of days feeding per period.
2. Add totals by periods.
3. Divide total by number of days in total operation.

This results equals *average daily meal count* for each meal. If enrollment is slow or the camp has a variable record of enrollment, then the director should be cautious about the quantities ordered so that there is not a large inventory to carry over for nine months. If the camp operates fall and winter or has winterized storage facilities, the carry-over inventory of canned and dry goods may not be a major worry.

Food Service Staff

The employment of staff to assist the food service manager is a matter that should be clearly agreed between that manager and the director. If the manager is expected to employ such personnel, any of the director's expectations about housing arrangements, salaries, and behavior requirements should be clearly identified in advance to the manager. If, because of year-round duties, the manager feels that the director should employ the staff, the manager should communicate the type of skills needed for each position, expectations for behavior or clothing, and other factors to the director. It is always an advantage to everyone involved if the manager can meet or interview applicants before they are hired.

Though the degree to which food service staff is involved in camp life outside the kitchen varies from camp to camp, it is always an advantage if the food service staff feels a part of the total camp and participates in some of the all-camp program. Obviously, food service staff must be made aware that they are part of a much larger team, and that their cooperation and team work are essential for a successful camp.

Housing away from the busy and noisy activities of the camp is important for kitchen staff. The food service schedule in most camps makes it necessary for its employees to rise early and, therefore, to retire early in the evening. If camper facilities are rustic in nature, the director should give careful thought to the quarters for kitchen staff since they may expect and need some conveniences not provided for campers (i.e., electricity, running water).

Meal Organization

The type of food service also affects the number and type of staff required as well as the quantities cooked. Basically, there are two types of service: cafeteria and family style. Both of these have advantages and disadvantages.

Cafeteria Style

Advantages	*Disadvantages*
1. Portions are more easily controlled.	1. Some will be completing the meal while others are being served (unless the camp is very small).
2. Quantities served are more easily controlled as are costs.	
3. Waiters are not required for table setting.	

Family Style

Advantages	*Disadvantages*
1. Counselor can better observe how much and what each camper eats.	1. More food is wasted, unless very careful control is exerted by kitchen staff and counselor at the table.
2. Family atmosphere and group spirit are better.	2. Tables must be set in advance, requiring more personnel.
3. Everyone starts and finishes at the same time—necessary if singing and any announcements follow the meal.	3. More time is generally required for serving the meal.

If the relationship between the counselor and campers is your most important concern and you desire a more intimate, home-like atmosphere, the family style will probably serve your camp better. Other factors to be considered are:

1. Who will wait tables, clear tables, clean tables and floor following the meal? Often, campers are utilized for any or all of these tasks, and their duties are rotated. Other camps employ waiters who set the tables and bring food and refills.
2. Who will serve the plates? Food may be passed around the table, each taking the desired amount, or the counselor may serve the

plates and pass them down the table. The latter method provides for a more careful check on what the camper does or doesn't eat; this is particularly important with younger campers.

3. What foods must be apportioned, if any, and what foods may be refilled? This is dependent partially on budget, but also on nutritional desires; it is particularly important in milk, meats, and desserts.
4. What plan is there for returning dishes and utensils to the kitchen for washing? Some camps have each table group wash its own dishes at the table; in this case, careful sterilization in compliance with state laws is essential. Dishes may be re-sterilized in the kitchen after table washing to insure an 180° rinse. If dishes are to be scraped, stacked, and returned to the kitchen, this procedure should be established and worked through during staff training.

Cookout Meals

If a camp program calls for cookouts, overnights, or any sort of tripping program which removes campers from the dining room, the director should draw up a plan for notifying the kitchen of changes in meal counts early enough to save preparation of those meals and to plan for those groups to secure their cooked or raw food. One's first inclination may be simply to have those groups contact the food service manager, but this can lead to any number of complications and difficulties. If out-of-camp meals are few in number over the course of the summer, perhaps a system can be worked out by which menus established either by the group or the kitchen can be picked up at the close of the last meal served the group in camp. However, as the number of out-of-camp meals increases, the importance of a carefully planned system will become more apparent. Therefore:

1. A set of cookout menus or a list of available foods should be developed. The type of experience which the camp wishes to give its campers will dictate the approach to planning menus for such meals. If the objective is to have the camper begin to do planning or to understand the nutritional elements of menu planning or to have free choice, then it is more important that a food list be developed to allow campers and counselors to plan the menu and the quantities needed together. If the experience of camping, cooking, or traveling is the more important objective, simply choosing between menus or accepting pre-determined menus can be much simpler.
2. Amounts available per person or per group should be standardized and made known.
3. A stock of foods in sizes or types not normally used in institutional cooking should be gathered into one storage and checkout facility and some staff member given responsibility for that area.
4. Foods to be secured from the kitchen (because of limited quantity needed or refrigeration) should be identified along with a method of securing them.
5. A checkout plan and a time span need to be clarified. Do you wish the group to come with its food list at a specified time and check

out the food across a counter so that they may pack it for themselves; or do you wish staff to accumulate the food from a list and pack it for the group in advance of departure?

6. Some camps operate the out-of-camp meals on the basis of a store, providing campers the opportunity not only to plan their menus but to keep them within a certain cost range and to learn budgeting by purchasing the food items from that store with camp money. This type of learning experience takes advance preparation—pricing, order sheets, and orientation of staff.

The director should consider the relationship of any such program to the food services manager, food purchasing, food costs, and nutritional standards before establishing the system.

Transportation

The transportation of campers provides one of the key areas of potential liability to camps. Careful risk management, including a thorough review of insurance coverage and safety education practices, is essential.

". . . the selection of the driver of the vehicle and the staff responsible for campers is the key to safety and good public relations."

Camp Nebagamon, WI

Illustration 13.3
Sample Pages from Vehicle Log

VEHICLE CONDITION REPORT

This form shall be completed each _____ and verified by supervisor.

	OK	Defect	Defect Corrected		OK	Defect	Defect Corrected
Engine				Systems			
Fluid Levels				Heating			
Oil				Ventilating			
Water				Tires			
Power Steering				Front			
Transmission				Treads			
Fan Belts							

GAS/OIL RECORD

Date	Mileage	Gas Amount	Gas Cost	M.P.G.	Oil Amount	Oil Cost

TRIP LOG

Date	Mileage	Location	Time	Meal Cost			Comments
				B	L	D	

MAINTENANCE RECORD

Date	Mileage	Maintenance	Cost	By Whom

Careful recordkeeping of maintenance and upkeep of vehicles will serve as a check point for the protection of riders in the vehicle. A record of trips involving campers is also important. *Illustration 13.3* shows pages from a vehicle log (published by the American Camping Association) which identifies typical information to be recorded. Such logs should be retained until it is clear that no potential lawsuits exist.

Day Camp

The time the camper spends on a day camp vehicle is important because it can be as much as twenty-five percent of the time the camper is away from home. Any use to be made of that time must be considered carefully in light of the inherent danger of vehicular transportation on public roads.

As we mentioned in the earlier chapter on camper orientation, it is important that a general transportation route be developed prior to the recruitment of campers, even though that plan may have to be carefully revised after the camp enrollment is filled. At that point, some stops may be eliminated and others added, more definitive times may be established and families notified. At both stages, a large wall map on the neighborhoods with map pins to mark residences and pickup points can be most helpful. After a tentative route is established, a dry run along the route will allow the director to check for potential dangers or delays to determine time between route stops.

Early in the year, the director should secure vehicles for transporting campers to the site. He/she should get price quotes from charter, lease and rental companies and compare the costs, even if the organization already owns a vehicle. There are distinct advantages and disadvantages to each kind of camper vehicles.

	Advantages	Disadvantages
Chartering		
	Company provides insurance	Cost is usually more
	Company provides drivers	No control over selection of drivers
	Company covers maintenance/repairs and provides backup vehicles	No direct control on vehicle
Leasing/Rental		
	You select your own drivers	Finding qualified drivers may be a problem
	You control schedule, employee, and vehicle	Insurance may be a problem
		A careful maintenance schedule is required
Owning		
	You control schedule, employee, and vehicle	Insurance may be a problem
	You select your own drivers	Finding qualified drivers may be a problem
	Cost can be less	A careful maintenance schedule is required
		You absorb maintenance/repair costs

Some advantages can become disadvantages in certain circumstances; so consider carefully the cost, available personnel, and amount of use necessary. As a general rule, automobiles should be avoided for camper transportation on a regular basis.

The selection of the driver(s) for such vehicles is the key to safety and public relations. It is that driver who must maintain the daily schedule, be friendly to campers and parents, and yet maintain constant surveillance in terms of safety factors. Previous experience and a good safety record are important. Most states require special licenses for drivers of vehicles with a capacity of eight or more, or where children are transported. Such requirements should be reviewed early in the year.

A written transportation plan should be developed which details procedures covering the following matters:

1. Regular maintenance of vehicles (schedules, person responsible).
2. Vehicle stops (absentee campers, ill/injured campers en route, checking attendance of campers, rest stops).
3. Collection of lunches, or other items brought by campers.
4. Division of responsibility of adults on bus (driver, counselor).
5. Location on bus and plan for use of the first aid kit, flares/reflectors, and fire extinguishers.

This plan should be shared with staff during training and parts of it should be explained to campers on the first day of each period.

In addition to the driver, there should be at least one counselor on each vehicle whose sole responsibility is the campers' behavior and safety and the generating of activities for them during the bus ride. The degree of activity (singing, conversation, games, whatever) is a program and safety consideration that will vary a bit with the philosophy of the camp director.

A vehicle should be identified for emergency transportation in case of an injury or such. The location of vehicle and keys should be known by all staff along with conditions and circumstances of use. If this vehicle is personally owned, adequate insurance should be maintained on it.

Resident Camp

The transportation services needed by a resident camp will vary with program, distance from supply point, type of delivery service provided by suppliers, and size of property. Types of transportation often needed in camp settings include:

1. Transportation within property for maintenance staff.
2. Shopping trips to town, sometimes including mail pick-up.
3. Emergency transportation of campers to church services, out-of-camp program trips, tripping expeditions.

The number of trips included in the camp program will dictate the type and number of drivers needed on the staff. The director should check state regulations concerning the type of license needed for various types of vehicles and passengers in order to avoid later difficulties. It is wise to have only

persons of legal age (whatever that age may be in your state) as drivers of camp vehicles.

The director should make some staff member responsible for the vehicles in camp and ask him/her to:

1. Keep maintenance records of oil changes, repairs, and mileage.
2. Check out the various drivers, or persons given permission to drive the vehicles. (With multiple drivers, any vehicle will suffer unless unusual care is taken.)
3. Coordinate the use of the vehicles.
4. See that first aid kit, flares, tools are kept in the vehicle at all times.

When transporting campers, extra thought and care should be given to arrangements. The use of open-bed vehicles is to be avoided. Seating should be provided for each person, and, in most cases, a seat belt. The director should draw up a set of safety regulations for transporting campers and use them in training staff. On trips longer than one hour, additional planning for food and rest stops is required.

Where resident camps provide the transportation for their campers to the campsite from the metropolitan center, consideration should be given to the type of questions raised in the day camp portion of this transportation section. Many of the same options and principles apply to transporting campers to camp at the beginning of the session and home at the end of the session. In addition to the items to be covered in the transportation schedule, there should be a plan for rest stops en route to camp with details of how campers are to be checked to assure everyone is present at the conclusion of the stop.

Maintenance

An ongoing plan for maintenance during the summer will make for a smoother all-camp operation. Committing a plan to paper and adjusting it as needed over the season will enable each department to cooperate. The director should make someone responsible for the maintenance program. In a camp with a full-time ranger, caretaker, or maintenance person, supervision of such a program could logically fall to that person. In larger camps with multiple full-time maintenance staff, the head ranger might place another person in charge. In small camps without such personnel, the director should designate a summer employee and assign a percentage of his/her time to this area if a full-time person is not necessary.

Some of the points to be covered by a maintenance program are:

1. Location of regular trash pickup points showing all trash barrels, garbage cans, litter boxes.
2. A schedule for pickups of garbage from kitchen and of trash from other areas; a plan for its disposal in compliance with local and state laws.
3. A plan for insuring that small repairs are done as rapidly as possible; a report plan for needed repairs and for assignment of responsibility for them.

4. A schedule of regular care to motors, machines, and appliances (oiling, cleaning).
5. A plan for pickup of trash paper and litter throughout the grounds. (Often fun ways of involving campers in this plan can be designated as part of program.)
6. A plan for ordering and distributing supplies (mops, brooms, paper products, nails, soap).
7. A plan for closeup and cleanup at the end of the season.

The director should also consider the type of ongoing maintenance and upkeep program necessary to insure the protection of existing structures, equipment and grounds beyond the summer season. Such a plan should be designed in collaboration with a person knowledgeable in the technical points—the caretaker, a chairperson of the committee on facilities, or another staff member. Such a plan should be in writing and should include:

1. A schedule of painting or applying protective finish to exterior and interior of building.
2. A schedule of oiling, cleaning, and checking each piece of machinery and equipment with moving parts.
3. A schedule of draining and unhooking and hooking up water lines (if lines are not winterized and located below the freeze zone).
4. A plan for the checking and correction of erosion throughout the grounds, with a plan for alternating activity areas or traffic patterns to prevent elimination of ground cover or water runoff.
5. A plan for proper storage of perishable supplies.
6. A plan for proper treatment of swimming pools and/or sewage system.

Sanitation

Though not normally a separate department of service in camp, sanitation throughout camp is a concern of every camp director. The director should develop a thorough sanitation plan which takes into account health and sanitary regulations and practices. He/she should involve key staff in the development of that plan in order to insure its completeness; the nurse, food service manager, ranger, and head counselors will all understand different aspects of the sanitation problem.

The maintenance of clean living quarters must be a key concern when five to ten persons are living in a rather limited space. All camps expect the campers and counselors to take responsibility for cleaning those living quarters, though the method of organization for cleaning will vary considerably with the philosophy and objectives of the camp. A camp with a structured or centralized program has to schedule the time for members of the living group to clean their room; in a decentralized camp, setting aside of time for cleaning becomes part of the program planning process.

In any case, a checklist which identifies the expectation of the camp administration will be helpful to the counselors. Staff training week should provide an opportunity for the director to clarify those expectations. The

list will certainly include making beds, sweeping, hanging out wet clothes/towels, and keeping clothing in order. In many camps the list will also include the cleaning of the bathroom used by the group: in this case procedures and cleaning supplies will have to be carefully considered to insure sanitary facilities. In other camps, a unit bathhouse will be cleaned by maintenance personnel on a daily basis but under the same sort of careful plan and supervision.

The camp's plan of cleaning and sanitation should include procedures for the dining room, kitchen, garbage/trash areas, staff living quarters, and service buildings, and should specify the regularity of cleaning as well as the methods. Where campers are involved in the cleaning as part of their day-to-day living experience, a plan of supervision will need to be drawn up.

Camp Store and Camper Bank

In every camp situation campers will need certain supplies (i.e., toothpaste, tooth brushes, sanitary napkins, stationary) other than those which the camp supplies as part of the fee. The director should consider how such items may be sold to campers in a way which is consistent with the camp's philosophy.

The camp director/camp committee should realize early that campers will arrive at camp with varying amounts of cash which they will need to purchase supplies. Most camps do not wish to have the camper go to commercial establishments, even if they are near the campsite. And, the presence of cash in camper duffle or clothing can lead to losses. Most camps have a plan for campers to deposit funds on arrival; the system allows the camper to draw against those funds for necessary expenditures on personal items or for additional activity fees. The following processes should be considered:

1. Providing the camper with a receipt for cash deposited.
2. Suggesting to parents and campers in advance the maximum and/or minimum amount of cash needed during the camp period.
3. Indicating what essential items the campers may need to purchase.
4. Listing programs which may require additional expenditures depending on the camper's interests and skill (craft supplies, trips, horseback riding, ammunition for riflery, patches for skill programs).
5. Identifying what items the camp may wish to make available to campers for purchase (T-shirts, jackets, patches, pennants, postcards).
6. Determine the simplest place to house such supplies and who runs the store.
7. Setting up the simplest plan of accounting—that is charging against an individual's account for purchases, entering deposits, and providing refund at the end of the period. Two sample systems are shown in *Illustration 13.4.* The first is a checkbook which the camper uses to write a check for each purchase (providing him/her with a record of expenditures and the experience of keeping his/her own record). The second is a card held by the camp on which the store clerk records expenditures and deposits when campers visit the store.

Illustration 13.4

Balance brought forward $___
Deposited $___
Total $___
Less Ck. # $___
for___
Balance $___

___19___ Check #___

Pay to Camp $___.___

$_____Dollars

for_____Signed_____

Cabin_____

Figure 1 Checkbook Type of Expenditure/Deposit Record

Name_____Cabin _____

Date	Item purchased	Cost	Dep.	Bal.

Figure 2 Card Type of Expenditure/Deposit Record

CHECKPOINTS

Health Service

1. Are there standing orders for the nurse?
2. To what degree do counselors/program staff need first aid training?

Food Service

1. Do you have past menus?
2. Do you have past inventories of food and equipment?
3. Does the type of meal service used previously lend itself to the program philosophy?
4. To what degree do you wish campers to assume responsibility for their own meal planning and preparation during their camp experience?

Transportation

1. For what purposes are the present vehicles being used?
2. On which vehicles are campers currently allowed to ride?
3. Is one person responsible for upkeep of vehicles?
4. Is one person responsible for selecting and checking drivers?
5. (If Day Camp) Is there a plan for the pickup of campers?
6. How is the travel time to the campsite to be used and supervised?

Maintenance

1. Is there a maintenance schedule for the painting and repair of camp buildings?
2. Is there a plan for replacing certain equipment on a regular schedule?
3. Who is responsible for the maintenance shcedule? Repairs? Day-to-day services?

RELATED STANDARDS OR REGULATIONS

1. **Health Service**
   Standards: ACA
   A-13, B-9, B-13, B-19—21, B-23, B-36—37, C-9, E-1—17, G-6—7, SB-3, SE-1
   Regulations
   State regulations on registered nurses, physical examinations, screening of campers/staff.

2. **Food Service**
   Standards: ACA
   A-6, B-29, B-31—39, E-1, G-12—14, I-4
   Regulations
   State regulations regarding food handlers, food service and sanitation.

3. Transportation

Standards: ACA

B-12, B-18, B-22—25, I-1, I-6—8

Regulations

Vehicle registrations, operator licenses, trailer registrations, speed limits, required insurance state/local inspections.

4. Maintenance

Standards: ACA

A-3—5, A-7, A-17, B-1, B-10, B-17—18, E-5, SB-2

Evaluation and Reporting

14

A logical plan of evaluation can be one of the most effective tools the camp director has to begin preparation for another season. To reflect the actual situation, a plan needs to include objective evaluation by all parts of the camp community. Naturally, evaluations of program and operation can give the director the best sense of what is going smoothly and what is not. To set up an evaluation plan, the director should first develop a list of every segment of program and camp operation. One way to start is to list these segments, one to a line on the left side of a sheet of lined paper; to the right of these, draw columns and label them camper, program staff, counselors, administrative staff, board, committee—whatever groups will participate in the evaluation process. Then each of the times listed should be examined and the columns to the right checked to indicate the group or groups which participate in each phase of camp life. From this chart, he/she can begin to plan for evaluations by each group. See *Illustration 14.1.*

Staff Evaluation

Evaluation does not necessarily mean forms. Although a form may provide the most objective evaluation method in some situations, there are other methods which require the dialogue of various persons to be effective. Group evaluation must be led by someone who is either objective or has the trust of the group. If the director can establish a reputation for openness to suggestions and ideas throughout the summer, staff may be quite willing to respond to questions about operations in a staff meeting. Obviously, it is best if the director can take time in weekly or biweekly staff meetings to get feedback about certain program and administrative areas. If so, it would be very natural to set aside an afternoon after campers go home for group evaluation in which to give the staff an opportunity to react to each area and to make observations about the summer and suggestions for next year. If the director and others can keep from being defensive, and simply make notes as the discussion moves along, such a meeting can have beneficial results for all.

If the size of staff, or other factors, prevent such an approach, a staff evaluation form can be developed. Such a form should utilize simple check-offs or circle answers as much as possible but should also include two or three open-ended questions near the end which allow for extended comments. Signature may be optional so that members can be honest without feeling that they are jeopardizing their chance to return for another summer.

Illustration 14.1

Evaluation Checklist

	ADMINISTRATIVE STAFF	BOARD MEMBERS	CAMPERS	CITs	COMMITTEE MEMBERS	COUNSELORS	KITCHEN STAFF	PARENTS/CAMPERS	PROGRAM STAFF
1. Archery									
2. Arts and crafts									
3. Cabin clean-up									
4. Camp promotion									
5. Canoeing instruction									
6. Evening program—all-camp									
7. Evening program—unit									
8. Health service									
9. Indian lore									
10. Maintenance									
11. Meal time									
12. Nature hikes									
13. Office—registration									
14. Office—business, records									
15. Out-of-camp trips									
16. Overnights									
17. Riflery									
18. Staff training									
19. Swimming—free									
20. Swimming—instruction									
21. Transportation									
22. Water skiing									

Camper Evaluation of Program

Depending on the age and experience of the campers, evaluation of program by them may be a little more difficult. If a natural evaluation of an experience (such as an overnight, a canoe trip, a group activity) can occur informally, it can be truly helpful. However, routinely handing each camper a form to check off on the last day of camp might diminish the feelings of the moment. A living group counselor is often the most effective leader of any camper evaluation, except where it deals with the performance of the counselor him/herself.

Illustration 14.2

Administrative Staff Evaluation by Counselors

___Boys' Program Director	___Naturalist	___Tripping Counselor
___Girls' Program Director	___Nurse	___Waterfront Director
___Office Secretary	___Hostess	___Arts & Crafts Counselor
___Camp Director	___Head Cook	___ Unit Director—Seniors
___Truck Driver	___2nd Cook	___Unit Director—Juniors

It is helpful to have feedback from counseling staff on the above personnel. Please check the appropriate square as you complete the form. Positive and negative comments can be helpful.

Comment on:

1. Ability in assigned job (listed above):

2. Helpfulness to you in doing a better job as a counselor:

3. Congeniality:

4. Efficiency:

5. Attitude toward individuals (campers and counselors):

6. Interest in total camp program:

7. Any other comments or observations:

Alternatively, the director can seek evaluations from campers or parents after the camper has returned home. This requires a carefully thought-out form which should be as brief as possible. Providing postage and not requiring a signature may improve the percentage of return.

Even though committee or board members may not be able to evaluate camp life in detail, they should still be asked for their observation at the end of the summer. By sharing staff and camper evaluation at a board/committee meeting, the director may open a natural discussion of how the committee members see the camp operation. Since the director's goals are improvement of personal performance and improvement of the overall operation, such evaluations should be welcomed.

Supervisor Evaluation of Staff

Up to this point, we have discussed evaluations which the director solicits in order to improve camp program and operation. On the other side is the helpful evaluation given to staff and campers by the director and other supervisors. An employee who works for a month or more has a right to expect a helpful evaluation of his/her work. The best type of evaluation is

that given throughout the work experience, privately and in a helpful manner. Sometimes it is not possible to give a fair picture until a large portion of the employment period is over. The director should help supervisors to understand the need for observing and keeping notes on the performance of persons employed in their departments, and should guide them in giving feedback to the employee at appropriate times throughout the camp season. The director should also provide such input to staff whom he/she supervises directly. If the supervisor indicates ways in which the person has succeeded, as well as ways in which the person can improve, most employees will react positively. In the process of such supervisory conferences, opportunities should be provided for the employee to evaluate his/her own performance.

Camper Participation Evaluation

Evaluation of campers varies from camp to camp. Many camps keep careful records of the child's participation in camp life and relationship to peers. Sometimes these records are necessary for reports to an agency which referred the camper or which has ongoing relationship to the camper as a participant. Other camps use a regular report form for parents at the end of the season, while still other camps require counselors to write progress reports to the parents of each child at regular intervals during the summer.

In any case, the evaluation pattern should be developed to meet the goals and objectives of each particular camp. The evaluation should be developed with concern for objectivity and a well-rounded approach. Counselors must be helped to realize that they see the camper in isolation from his/her familiar environment; therefore, their observations may be a bit one-sided.

In many camps, the best type of evaluation of the camper is done with the camper. Helping a camper to see himself/herself through the eyes of others is an important objective for many camps; if that is a goal, then it can only be reached in an open and trusting living situation. Counselors need careful training and sensitivity to give campers a positive experience of evaluation. Their conversations with campers should begin on a positive note, and should emphasize good qualities, but they should also point out honestly areas in which campers can improve.

Staff Evaluation of Director

Often the camp director has the hardest time getting a direct evaluation. There should be a way for staff to share their reactions to the director's performance with the director. Sometimes direct verbal feedback, but most often a form, which does not have to be signed, is given to staff and returned by them to some neutral point. On these evaluation forms open-ended questions usually elicit the most helpful comments.

Report to Board

Most camps have some group (a board or camp committee) which expects a report at the conclusion of the camp season. These reports take many forms but are most often directed to the camp director's supervisor, a spon-

soring committee or board, or the parents of campers and alumni. The report to the supervisor, committee, or board will take a slightly different direction than will the one to parents or alumni. The former will tend to be more concerned with statistics of enrollment and finance in relation to previous summers and with aspects of operation than with program and camp life. However, it is essential that the supervisor and committee members also get a feeling for the program and the value of the experience. The use of certain examples or comments from camper logs or parental letters can be helpful in sharing this feeling. Such reports generally also contain recommendations for improvements and steps for the next season as well.

Report of Parents/Alumni

The report to the parents and alumni often emphasizes the overview of the summer with comments on camper activities and projects. Pictures and stories will make such letters or reports more interesting and more readable. Many camps publish a yearbook which tells the summer's story in pictures and words. The size and layout of a camp's report will depend partially on the funds available. In any case, the report should be designed to be an attractive, interpretative tool.

CHECKPOINTS

1. Were there evaluations done in previous summers? If so, have you found copies in the files?
2. What type of evaluations would have been helpful to you as you began your planning for your first summer?
3. Using the chart shown in *Illustration 14.1* determine the areas of the camp program and who should be involved in the evaluation of each area.
4. Develop a list of questions that will provide information identified in question 2.
5. What information would your organizational committee/board like to have at the end of the summer?
6. Develop a list of questions that will provide that sort of information.
7. What sort of evaluation will be most helpful to your staff?

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   B-4 through 5, C-18, C-22

Finances

15

Obviously the specific bookkeeping and budgetary practices of a camp will vary greatly according to the volume of financial transactions and the sophistication of the operator's organization. Orientation to an organization's bookkeeping system and financial policies is essential to the new director; this chapter cannot replace that specific knowledge. However, a new director should be aware of good business practices whether the money is handled primarily in the camp or in the home office of the operator.

Budgeting

A budget is simply the projection of the income and expenditures of any given operation over a set time period. Most camps have an annual budget (twelve months), but smaller operations without year-round activity may be able to confine all income and expenditures to a five or six month period. A clear beginning and ending point for the budget should be set, so that budgets and financial statements from one year can be compared to those of another year. A suggested account system for a camp budget may be found in *Illustration 15.1.* A financial statement records actual receipts and expenditures according to the accounts utilized in budget preparation.

A budget is a planning device which can help the director to set goals such as the number of campers to be recruited, the number of staff to be employed, and the number and kind of new programs that can be started in any one season. Since a budget is a planning and goal-setting device, it has to be adjusted to reality as time progresses. Most budgets are approved by the operator's policy making body, except in the private independent camp where the owner/director has the authority and responsibility. Once a budget is officially approved there should be an agreed method of revision either by official request of the approving body or by approval of a finance chairperson.

Normally a camp director is the person who develops the recommended budget, since he/she has the broadest overview of the camp operation and should be able to project expenses fairly accurately. Obviously, the involvement in budget preparation of key department heads would be helpful, especially in larger operations where the director is less directly involved in the specific departments. If responsibility for program planning and/or purchasing is decentralized by departments or units, then involvement of those persons will not only provide more accuracy in planning but also a greater degree of accountability.

Illustration 15.1

Sample Account System for Camp Budget

INCOME

Account #	Account Explanation
INCOME	
110	Tuition Fees
111	Camper
112	Environmental Education
120	Fees
121	Horseback Riding
122	Bus Transportation
123	Arts and Crafts
130	Rental of Facilities
131	Summer
132	Fall-Winter-Spring
140	Sales
141	Camper Store (supplies, shirts)
142	Meals (to visitors)
150	Miscellaneous
160	Contributions
161	Individuals
162	Government Grants
163	United Way
164	Other

EXPENDITURES

200	Wages and Benefits
210	Full-time Employees
220	Part-time/Seasonal Employees
230	FICA
240	Unemployment Compensation Taxes
250	Health/Accident Insurance
300	Food Service
310	Kitchen Food
320	Supplies
330	Campout/Trail Food
400	Occupancy
411	Gas
412	Electricity
413	Telephone
414	Water
415	Sewer
420	Maintenance Supplies
430	Equipment Purchases
440	Equipment Repairs
450	Taxes
460	Insurance
470	Building Repairs
480	Building Construction
500	Transportation
510	Charters or Rental/Lease
520	Insurance
530	Gas/Oil
540	Repairs
550	Licenses
600	Program
610	Equipment
620	Supplies
700	Training
710	Organization Dues
720	Books, Films, Materials
730	Conferences, Workshops
740	Travel
800	Office
810	Postage/UPS
820	Printing (stationary, envelopes, etc.)
840	Promotion Printing
850	Promotional Advertising
860	Promotional Travel
900	Contributions
910	Campership Grants
920	Other Contributions

The safest method of budgeting is to project income conservatively and expenditures liberally. In budgeting, the director should not plan on having more campers than were actually at camp the previous summer. When increasing fees to meet the budget he/she should consider whether a fee increase would lead to any reduction in enrollment. Other income accounts should be compared to expenditures for those related activities or services (horses, bus transportation to camp, camp store) to see if the fees are adequate to provide an acceptable margin beyond expenditures in that area. It is vital to include *all* of the related costs of such activity in this comparison; for example, the salary and related costs for the personnel to operate an activity should be added to the cost of materials and facilities.

In projecting expenditures, the director should always consider the most disastrous thing that could happen—price increases, need for extra staff, need for an extra bus, participation of entire camp in cookouts, etc. Large expenditure items should be carefully documented. Staff and food often account for as much as fifty to sixty percent of a camp budget and need to be carefully analyzed since a slight change in either area could substantially change the budget.

Only when a director has viewed the optimum need in expenses and the least income that can be expected is he/she in a position to deal with final budget development. If, at this point, there is a black balance, then problems of final development are minimal. Obviously in a private independent operation, that positive balance may have to be larger than that of a nonprofit camp in order to provide for capitalization, the funds for which may or may not come from other sources in a nonprofit camp. However, if at this point, expenses are larger than income, the director must carefully review each expense account to see what can be pared down without endangering the program objectives of the camp or the health and safety of the campers.

In recent years camp organizations have given more attention to including *all* the expenses of camp operation in their budgets. There was a period when the salary of the year-round professional employee related to the camp was carried in the overall agency budget, or certain insurance or bookkeeping services were borne in that budget. The most recent trend toward project budgeting and cost accounting has led to clearer and clearer lines of budgeting. This new budgeting approach has forced sponsoring organizations to evaluate their commitment to camp operations in terms of subsidy and capital investment. The relationship of the camp's objectives to those of the sponsoring agency has produced increased support in some cases and decreased support in others. Continued financial support for a camp can depend on the ability of the director and the camp committee/board chairperson to be sensitive to the overall organizational goals/objectives of the camp's sponsor and to outline for that sponsor the camp's ability to contribute meaningfully to those goals.

A clear understanding of sources of income other than camper fees and related charges is essential to the director in the budget planning process. If supplemental funds are raised by the camp, their overall use should be carefully evaluated. Should these funds be used:

1. To help alleviate the cost of the camp experience for *every* camper, thus lowering the fee for all?

2. To lower the cost of the camp experience for campers whose family situations are such that he/she cannot pay the usual fee?
3. To cover capital expenditures (land development, building new facilities, extensive large equipment purchases, renovation, etc.) which are often hard to include in the annual operating budget?
4. To experiment with new programs which might eventually offer year-round program or diversification?
5. To improve the wage and/or benefit package for staff, thus enabling the director to recruit better qualified staff?

A camp director must carefully consider the long-range implications of any of the above (or alternative) plans as they effect fund raising and/or increase expenses in future budgets. Whereas the private independent operator can make this decision alone, the organizational director must involve the policy-making body which normally assists in the raising of those funds.

Having determined the essential expenses, the minimum camper income that can be expected, other self-generated income, and the outside funding available (subsidy, foundation grants, campership funds, contributions), a decision must be made whether any remaining differences should come from increased fees or from decreased expenditures (and perhaps decreased programs/personnel). This may necessitate earlier budgeting than the sponsoring organization has required for its other units or programs, since fees must be set well in advance of the preparation of promotional materials and the recruitment of campers.

In determining income from campers' fees where some campers pay the full fee and others pay a reduced fee or no fee, it is vital to show the source of income for the campers not paying the usual fee. The director must know the actual cost of the camp experience per camper especially when he/she is seeking supplemental funds for campers who cannot pay the full fee; donors often respond well to the concept of "sending a camper to camp."

Purchasing

Once a budget is approved, a plan of purchase should be followed which will give the director control over what is spent against each budgeted account. A purchase order system is the most common approach to purchasing. (See *Illustration 15.2* for one type of purchase order form.) The principle of purchase orders can be followed with some shortcuts even in small operations. The basic principle of a purchase order plan is that a written order (normally in multiple copies) for each purchase is made out and approved in advance of the purchase: one copy to the vendor from whom merchandise is being purchased, one copy for the bookkeeper (to compare to the invoice when it arrives) and one copy (or two copies) for the person making the purchase. Normally purchase orders are pre-numbered: thus, a number can be given to a vendor even when a purchase order is not sent him or when a purchase is authorized by telephone. However this system is implemented, it is vital that:

1. Purchasing be limited to as small a number of persons as is possible.
2. Purchase orders be approved in advance of ordering.
3. Orders be written for the vendor and the purchaser.

Illustration 15.2

CAMP EVERYONE, 234 Same Street, Everyplace, NY
(613) 213-4765

Purchase Order #_____ ____19____

To: _____

_____

_____

Ship: Parcel Post UPS Motor Freight Best Way

Quantity	Item No.	Description	Cost each

To arrive by _____, 19____

Signed _____
Camp Director

Figure 1: Purchase Order Form

Petty Cash Slip

Date _____

Received $_____ for _____

_____

Account No. _____ by _____
Signature

Figure 2: Petty Cash Slip

A secure, agreed price should always be obtained before the order is placed.

Purchasing should begin early in the year, and ample time should be given to the investigation of sources and comparison of prices for quality and value. The best discounts are secured through advance planning and purchasing. It is important to order early to insure delivery of items on time or in advance of the opening date of camp.

A system of payment should also be worked out in advance. Most vendors expect payment within thirty days, although some will require payment in advance or on actual delivery. The method of payment should be understood at the time the order is placed and specified on the purchase order. A disbursement system for a camp should include:

1. Payment upon receipt of invoice which either matches a purchase order already on file or has been approved by a camp staff member.
2. A careful check of the invoice for mathematical errors, and inclusion or exclusion of proper tax and/or discounts.
3. Payment by check. (When payment in cash is necessary, a receipt including all pertinent information and marked "PAID" should be secured.)

Cash Payments

Due to their non-urban locations and/or multiplicity of day-to-day immediate needs, camps generally have more of a problem with cash payments than do other units of large organizations. In a bookkeeping system where checks are the primary system, a careful procedure for cash expenditures should be worked out in advance.

A Petty Cash Fund is the most common method of dealing with cash expenditures. A check for a set sum is issued at the beginning of the year, season, or period, and is cashed. The cash is kept in a locked box and handled only by one or two persons in camp. Staff members may make authorized purchases and be reimbursed in cash from the fund upon presentation of a signed receipt, or cash may be advanced. The amount of cash advanced and the date should be recorded on a slip of paper which is signed by the person taking the cash. (See *Illustration 15.3* for an example of a petty cash slip.) Upon the return of a receipt for the amount spent and the proper change, the advance cash slip may be discarded and the change and receipt returned to the cash box. The receipts and cash should be balanced daily or, at the least, weekly. When the recipts add up to thirty to fifty percent of the original sum, receipts should be attached to a written summary, assigned account number, and forwarded to the bookkeeper with a request for a check in that amount, which will bring the cash fund back up to the original amount. At the end of the season or year, any remaining cash should be redeposited in the main camp account.

Income

Careful accounting of all funds received is essential for accurate records, good public relations, and for the protection of all concerned. A written record should be kept of each payment received and a receipt issued to the payee. The camp's record of the receipt is used for two purposes: crediting

the payee's account and designating the deposit of that payment to the proper budget account. Receipt records should be maintained in bound form or bound at regular intervals in pre-numbered sequence.

Payments should be deposited with the bank or headquarters office at regularly scheduled times. A daily deposit of such funds is preferable; but, in many camps, payments come in cycles (at the beginning of the period, for instance). This may necessitate a daily deposit at the beginning of the session, but only a weekly deposit during the balance of the session. By promptly depositing checks and cash the director can avoid having substantial amounts of money in camp.

Most camps ask for payment of the entire fee in advance or upon arrival at camp. A billing system is usually necessary either to secure the advance payments or to follow up delinquent payments. Bills should specify the amount, the person served, the dates covered, and the services rendered.

The director should assign day-to-day financial responsibilities to one staff person at camp and should provide that person with a precise job description. The maintenance of up-to-date, accurate records is essential so some training and/or experience will normally be necessary for this job. If checks are written at camp, at least two persons should be authorized as signatories; checks larger than a predetermined amount should be signed by both persons. The checkbook and bank deposit slips should be balanced with the bank statement upon receipt of the monthly statement. These records should be kept in a fireproof container and should be retained by the camp or organization for five years.

Where the entire bookkeeping system is maintained by the camp, advice should be obtained from a Certified Public Accountant or other knowledgeable source on:

1. Choosing a cash or accrual system of bookkeeping.
2. Tax reports required by local, state and federal governments.
3. An annual audit of the books.
4. Type of financial records necessary and the length of time they should be kept.

Insurance

Most organizations carry insurance which covers all of their units including the camp. However, it is wise for the camp director to check carefully the exact nature of the coverage with the organizational executive or insurance agent.

Fire and Extended Coverage

This type of policy generally covers camp buildings and their contents. The organization declares the cost of each building; the insurance company has each building evaluated in terms of replacement costs. In years of escalating inflation, building values must be adjusted annually to keep pace with the rising costs of rebuilding. Many organizations write their camp insurance on a coinsurance basis. For instance, on ninety percent coinsurance the policy will be written on ninety percent of the actual value, with the

organization bearing the other ten percent risk. In this case, it is vital to keep the appraisal of all buildings current. Such a policy normally has a rider covering the contents of buildings up to a maximum amount to be paid if all buildings were to be destroyed at one time. Therefore, if a building contains particularly valuable equipment, it is vital to take that into consideration. Accurate, up-to-date inventories and pictures should be kept to document the loss should a fire or accident occur. Under some policies it is possible to exclude buildings which may have outlived their value. A day camp with minimal buildings may find that this type insurance is not worth the cost.

Comprehensive Liability

A liability policy is designed to provide protection for the camp if suits are brought as a result of alleged negligence. Such allegations may be brought as the result of property damage, bodily injury or personal injury (emotional, earnings). The insurance company generally evaluates all conditions that may increase or decrease risk. The number of horses for horseback riding, motorboats for water skiing, and vehicles carrying campers driven by staff drivers will materially affect the rates for this coverage.

It is important that the insurance company understand your camp and the different exposures provided in your program and setting. The director needs to be realistic in setting the limits of coverage to be purchased. In an increasingly litigious environment, camps have to be careful to have enough insurance to cover a major incident. Minimum limits to be expected today are $500,000 in general liability and $1,000,000 in excess limits (generally called umbrella).

Additional attention should be paid to coverage for malpractice for improper medical treatment, for independent contractors who may work for the camp in construction or program, and product liability coverage for food service.

There also exists today a professional liability policy which will cover any full-time employee at a camp to protect that individual against alleged negligence in the performance of professional duties. Where it is possible to secure such a policy, it is wise to do so.

Workman's Compensation

Required by law, this policy covers medical/hospitalization costs and loss of time compensation incurred for employees injured at work or suffering a work-related illness. The requirements for workman's compensation vary from state to state. The director should make sure that the organization has this coverage. If not, he/she or an organization representative should consult an attorney or insurance agent.

Motor Vehicle Insurance

It is vital that the vehicles owned and/or used by the camp be covered by insurance. Coverage should include liability, property damage, medical payments and uninsured motorist coverage. Collision and comprehensive coverages are available, but may not be economically feasible. If the camp

uses staff-owned vehicles for any purpose whatsoever, non-owner coverage should be secured. If the camp hires or leases vehicles, the lessor is normally expected to carry the insurance, but the director should require a certificate or letter of insurance in advance of use.

Health and Accident Insurance

Such insurance is designed to cover the costs of medical and/or hospitalization for campers' accidents or illnesses occurring or contracted during the camp stay. Various kinds of coverage are available under such policies: the policy may cover only campers or may also include staffers. If the policy also covers staff, work-related injuries are still covered first under workman's compensation insurance.

Since health and accident insurance costs have risen as have medical/hospitalization costs, it has become increasingly difficult to secure this kind of insurance. Therefore, some camps do not carry such insurance, but rather rely on the medical/hospitalization insurance carried by campers' parents and by staffers to cover such costs, or to bear any costs not covered by the camp's insurance.

Taxes

Although in most of the areas discussed an accountant is of great assistance, it is in the area of taxes that such expertise becomes essential. The type of taxes applying to a specific camp will vary not only in the locality of office and camp location, but also in whether the camp is a nonprofit organization. Specific tax areas to be examined are payroll, real estate, personal property, and sales.

CHECKPOINTS

1. Who may purchase for the camp?
2. How is that person authorized to purchase?
3. Who checks prices, delivery, etc.?
4. Who handles cash at camp?
5. Who is responsible for the keeping of financial records?
6. What reports/records are required by the government? by the sponsoring organization?
7. Is the camp covered with:
   - fire insurance?
   - liability insurance?
   - workman's compensation insurance?
   - non-owner automobile insurance?

RELATED STANDARDS OR REGULATIONS

1. Standards: ACA
   A-24, B-9—10, B-12—13.

Volunteer Structure

16

In most camps which are not privately owned and operated, a governing committee or the board of a sponsoring or operating body works with an employed or volunteer camp director. The relationship between the committee/board and the director can be a most creative and exciting experience or it can deteriorate into a struggle for power.

Early in his/her employment the new camp director should try to understand the structure of the particular organization (church or agency) for which he/she works. The director should know:

1. The chief elected officer of the organization.
2. The elected governing body and its policy function.
3. The body to which the camp committee/board reports.
4. The types of policies the camp committee has under its jurisdiction.
5. The organization's staff role as it is related to these committees/boards.

Obviously, no two organizations operate in exactly the same way. Therefore, generalizations made in this chapter must be adapted to the specific camp's situation. The chart in *Illustration 16.1* gives an overview of the roles most often assumed by committees/boards and by the director of a camp.

The volunteer support system should never be viewed as an unnecessary step in administration; it can be the greatest advantage the nonprofit organization has. The volunteer committee member can not only be a vital checkpoint of community or organizational reaction, but also an additional staff member. However, few volunteers are simply interested in another committee position or in having their names listed. If they commit themselves to membership on a committee or board, they expect to perform useful and meaningful services. To simply be "yes men" is degrading and demoralizing, and in the ultimate analysis, deadly to a camp and its sponsoring organization.

When a meeting of camp committee or board is scheduled, the camp director should make certain that:

1. The agenda is developed with the chairperson in advance of the meeting.
2. Clear and concise written reports on subjects to be discussed are ready and, when possible, have been circulated in advance of the meeting.

Illustration 16.1

Responsibilities Within the Volunteer Organization

Responsibilities of the OPERATOR

—See that the camp is operated in harmony with the organization's overall mission and goals.

—Set policy for the camp.

—Recruit a capable administrator for the camp and provide adequate support services.

—Provide resources:
a site,
capital,
community support.

—Approve an annual operating budget with overall financial policies and direction.

—Be responsible for meeting the applicable local, state and federal laws.

—Set admission requirements (age, membership, sex).

—Develop overall progam goals and direction.

—Be responsible to the community.

Responsibilities often SHARED

—Keep minutes of decisions and meetings.

—Assist in site development and maintenance.

—Raise capital funds.

—Raise supplemental (contributed) funds.

—Be responsible for meeting the applicable local, state and federal laws.

—Promote the camp and recruit campers.

—Monitor good standards of operation in health, safety and personnel.

Responsibilities of the CAMP DIRECTOR

—Recommend and implement policy.

—Recruit and train the other staff of the camp (full/part-time, and volunteer).

—See that the camp site is maintained in good condition and alert board/committee to needs.

—Develop a budget and provide a careful and honest accounting of income/expenditures/costs.

—Be responsible for meeting the applicable local, state, and federal laws.

—Recruit campers.

—Develop and implement camp program.

—Implement good standards of operation in health, safety and personnel.

3. The decisions or actions to be considered are outlined clearly.
4. The room and setting is in readiness for a comfortable and informal meeting.
5. Members of the committee who are expected to report have the data or information they need.

The director's next step is to get the volunteer beyond attendance at the committee meeting. The assignment of a task by the chairperson to a sub-group often moves that sub-group to action; at this point the camp director should be an aide to that group, helping them outline the steps to be taken and assisting as needed.

It is of particular value to get the committee members to come to the camp, especially during sessions, so that the program and objectives can be personalized. Work days, weekends, and special program events will also provide opportunities for volunteer leadership and contribution.

A careful and accurate record of committee proceedings, with particular attention to actions taken, should be maintained in the office or headquarters of the camp. Though the secretary may be an elected or appointed position, the camp director has responsibility for assisting and making sure such minutes are maintained and circulated.

Up to this point this chapter has dealt primarily with the volunteer as he/she is related to policy matters in an organization. Many organizations are fortunate to have volunteers who are also able and willing to be involved directly in program. These volunteers will often organize and lead groups to camp for work or activity weekends, implement much of the promotion of campers, or come to camp for a part of the summer as program leaders, camp nurse, or in a similar, valuable role.

It is as important to have clear understandings with program volunteers as it is with paid staff. True, one cannot normally set the exact hours and demands as thoroughly as with employed staff, but the volunteer contract should make demands of the volunteer as well as lay certain responsibilities of support and supervision on the staff person.

Training and orientation is just as vital with program volunteers as with the employed camp staff, as is the time to be allotted for such. Similarly volunteers will desire some feedback and evaluation, and often that can be done with recognition before their peers and/or the campers.

The volunteer/staff relationship is most creative and satisfying when they share a common purpose and both partners feel a sense of contribution and worth. As the staff member is an extension of the policy making group, so can the volunteer become an extension or arm of the staff member.

CHECKPOINTS

1. Is there a policy manual?
2. Is there a diagram or outline of the volunteer structure? If not, develop one for your own understanding and use.
3. Who is the lay person responsible for overall organization direction?
4. What are the specific responsibilities of the camp committee and its sub-groups?

Where Do I Go from Here?

17

You didn't find all the answers in this volume? That's right—no one can give you all those answers. Most of you will have to find them for yourselves—but there are resources that will make it easier and will give you patterns against which you can measure your answer.

Other Camp Directors

Most directors are usually willing to share their experiences with you. None will be just like you, but you can learn from them; and, surprisingly, they can learn from you—even during your beginning year. So don't be afraid to share yourself. ACA Section conferences, workshops, and meetings are ideal spots to get to know such people and have time to talk informally.

Skill Training Events

These will be helpful in areas in which you may feel a lack of expertise and exposure.

—Budget, finances: ACA Camp Director Managerial Unit offered by Sections, university extension courses, agency courses, business schools.

—Health and safety: ACA Camp Director Managerial Unit offered by ACA Sections, Section workshops offered with state health department course, American Red Cross.

—Site and facility planning: ACA Camp Director Managerial Unit offered by Sections.

—Food service: ACA Camp Director Managerial Unit offered by ACA Sections, courses offered by school systems for food service managers, extension courses from colleges.

—Ecology, nature: ACA Ecology training offered by Sections, OBIS Workshops, Acclimatizing Workshops, Audubon Society Workshops, nature centers.

—Waterfront: American Red Cross, YMCA, Boy Scouts of America.

—Tripping: ACA Outdoor Living Skills Instructor's Manual, Trip Leader Institute Manual, Maine Junior Guide, university courses, canoe or backpacking clubs.

—Horsemanship: Camp Horsemanship Association.

Educational Events

All these events are advertised annually in *ACA's Catalog of Educational Opportunities* and publicized in *Camping Magazine*. ACA National Conventions generally offer workshops or interest groups in many areas.

National Organizations

There are often local units which offer training courses for camp directors. Though some of the content will be designed specifically for that agency or church, most of the material will be helpful to any camp director. Inquire of your local agencies or denominations.

New Camp Director Training Course

This course is often offered collaboratively by ACA Sections and various national agencies/churches. Contact your ACA Section or national headquarters for dates and places.

Camp Director Institutes

Designed for camp directors with three or more years of experience, the institutes are offered annually by ACA. The course is five days in length. To attend, one must have completed documentation of one's experience and education and taken a written take-home examination on basic areas of camp knowledge.

Publications

Camping Magazine, Journal of Christian Camping, and books of all sorts. (Secure the free publications catalog from ACA.) The Center for Disease Control also offers pamphlets which discuss safety factors in many camp program areas.

Accreditation Process

Specifically mentioned earlier in this book are a number of Standards used in the accreditation program of the American Camping Association, still recognized as the one national program for all types of camps.

Christian Camping Association has a three-step program entitled Foundations for Excellence which also provides an evaluation tool for the camp director.

Even if a new camp director is intimidated by the accreditation process, attending a Basic Standards Course through the local Section of ACA will be of great benefit in preparing for one's first or second season at camp. The training provided Camp Visitors by ACA is also an excellent educational program for camp directors.

Home Study

These units are offered by the American Camping Association. Six courses are available: Health and Safety, Business and Finance, Site and Facilities, Food Service Management, Camping for Persons with Disabilities, and Basic Camp Director Education Course.

Wherever you start, there are numerous places to go and when you have made the rounds, you will still find that there is much to learn—and to share. Training and growing is an eternal process. Growing comes of sharing yourself, your questions, your experiences, and asking questions eternally.

APPENDIX A

Sample Job Description

Position Title: Counselor

Responsible to: Unit Director

Qualifications:

—At least nineteen years of age.
—High school diploma required, one or more years of college preferred.
—Experience as a camper or working with children as a leader or assistant leader.
—Good health.

Responsibilities:

—Live in the cabin with seven campers.
—Assume responsibility for leadership and guidance to those campers in daily living, with special attention to:

a. Personal hygiene and safety.
b. Their participation in all-camp activities.
c. Their participation in planning cabin activities.
d. Meals.

—Assume responsibility for assisting an activity specialist in archery.
—Assume responsibility for interpreting the rules, policies, and traditions of the camp to the campers.
—Serve as a good example to campers in personal language, appearance, and health habits.
—Assume responsibility for health and welfare of the campers entrusted to his/her charge.

APPENDIX B

Governmental Resources

The following topics often arise in the operation of camps. In each case, the applicable federal, state, and local agencies most often related to the topic are indicated.

These tables are to serve as a general guide. In each case, it is important to check out the exact provisions of the regulation and its applicability through the appropriate agency or through a camping association.

Topic	Federal	State
Boat operator's license inspections licenses	Coast Guard (If on water under jurisdiction of USCG)	Dept. of Natural Resources
Building plumbing codes electrical inspections	—	State Building Commissioner
Child Labor regulations work permits	Dept. of Labor	Labor
Camper Assistance Funds	Dept. of HEW—(S)	Public Welfare
Employment Practices discrimination	Equal Employment Opportunity Commission	Civil Rights
Employment Services	Dept. of Labor	Labor, Employment Security
FICA (Social Security)	Dept. of HEW, Social Security Administration	Employment Security
Fire	—	Fire Marshall

Key:

- # Occasionally county/city ordinances may cover this area. It is best to check.
- (L) Indicates that program is implemented through local offices.
- (R) Indicates that the best source of information is the department's regional office.
- (S) Indicates that program is implemented through state offices.
- ( ) Indicates alternate names used by some governmental units.

Local	Regulations	Services
#		Training programs for boat safety. Rescue services on federal waters. See ACA Tip No. 2.
Buildings (Engineer)	Permits to build new structures or remodel existing structures generally required locally. Certain specifications may have to be met in building or remodeling. There may be regulations for licensed electricians or plumbers in some locales.	—
#	Hours, wages, working conditions	—
Public Welfare	—	Various programs provide fees for clients to attend camp (Title XX, ADC, etc.).
Human Rights Commission (Civil Rights)	Must not discriminate because of race, color, religion, national origin, or sex. In some locales, includes sexual preference. See ACA Tip No. 8.	—
—	—	Lists job openings and persons with qualifications seeking employment.
—	Employers must withhold percentage of employees' wages and also pay percentage tax on wages unless camp is 501(c)(3) and elected not to pay FICA on any employees and so filed.	—
Fire Depts.	Inspections and certain protective equipment often required.	Inspections; advice.

Topic	Federal	State
Fish	Dept. of Interior, Fish and Wildlife Service	Natural Resources (Fish and Game)
Forestry	Forest Service (R)	Natural Resources (Forestry)
Game	Dept. of Interior, Fish and Wildlife Service	Natural Resources (Fish and Game)
Handicapped	Dept. of HEW, Bureau of Education for Handicapped	Rehabilitation Services
Health	Dept. of HEW, Center for Disease Control	Health (Environmental Resources, Environmental Health, Health and Sanitation, etc.)
Lands—Use of Parks	Dept. of Interior, National Park Service	Dept. of State Parks
Forests	Forest Service	Dept. of Forestry (Natural Resources)
Other	Corps of Engineers	—
	Dept. of Interior, Bureau of Land Management	—
Loans	Small Business Administration (R)	—
Minimum Wage	Labor, Wage and Hour Division	Labor

Local	Regulations	Services
—	Licenses to fish	Advice on stocking waterways; resource persons.
—	—	Advice on reforesting lands; often seedlings available at low cost; resource persons.
—	Licenses to hunt or permits to keep "wild" animals/birds	Advice on game management; resource persons.
—	If your camp receives federal funds, you must not discriminate against handicapped and must have some facilities accessible to handicapped.	Advice on facilities to accommodate the handicapped.
Health and Sanitation	All but four states* cover camps under this department.	Water testing; inspection (required in some states, voluntary in others); advice on food service; sanitation; health services; etc.
City/County Park Depts.	Applicable for use of land for trips or camp.	Visitor centers; park naturalists; campsites; campground sites; camp leases.
City/County Forest Preserves	Applicable for use of land for trips or camp.	Use permits for tripping, harvesting, permanent camps, overnight camping, in certain areas. Forest personnel excellent resource persons.
—	Applicable for use of land for trips or camp. Diversion of water from waterways under USCE jurisdiction requires permit.	Land adjoins water inpoundments and provides overnight campsites or permanent camp locations in certain areas. Resource for development of dams, waterway diversion.
—	Applicable for use of land for trips or camp.	—
—	—	Low-cost loans to small for profit businesses. See ACA Tip No. 1. Publications also available.
—	All employees of an organized camp or a religious/nonprofit educational conference center are exempt if open to the public and operating seven months or less in a year. For exact wording of federal exemption see ACA Tip No. 7.	Publications; telephone advice without identifying your organization.

Topic	Federal	State
OSHA (Occupational Safety and Health Adminstration)	Dept. of Labor, OSHA	Labor, OSHA
Overtime	Labor, Wage and Hour Division	Labor
Soil Conservation, Erosion	Forest Service, Soil Conservation Services (L)	Natural Resources
Special Milk Program	Dept. of Agriculture, HEW, Food and Nutrition Service (R)	Education
Summer Feeding Program	Dept. of Agriculture, HEW, Food and Nutrition Service (R)	Education**
Surplus Commodities	Dept. of Agriculture, HEW, Food and Nutrition Service (R)	Education—except Kansas
Taxes real estate	—	Revenue (Taxation, Assessor)
Income	Internal Revenue Service	Revenue (Taxation, Assessor)

Local	Regulations	Services
	However, some states cover camps under their minimum wage law, and that law exceeds the federal exemption. Some states only exempt counselors/program staff, and others specify a minimum wage or percentage of minimum wage.	
—	Safety practices as they affect the employee in the camp work setting. Applies to all parts of work setting (ladders, hard hats, exits, floor surfaces, etc.). Requires poster in prominent place (GP0826-235) and on file a record of injuries/illnesses of employees which grew out of work conditions (OSHA) Nos. 100, 102).	Provide copy of regulations and copies of forms/posters.
See Minimum Wage	—	—
Soil Conservation District Office	—	Soil survey; water and soil conservation. Advice on use of land for recreation purposes.
—	Camp must be 501(c)(3).	Offers reimbursement to camp for a portion of cost of each half pint of milk served campers under 18.
—	Camp must be 501(c)(3).	Offers reimbursement to camp for meals served to eligible campers. Check current eligibility requirement.
—	Camp must be 501(c)(3).	Various commodities (flour, rice, etc.) are available to camps at beginning of camp season. Items and quantity depend on local supplies.
#	State and local real estate taxes are usual. Some states provide exemption for certain nonprofit groups.	—
#	All camps must withhold federal/state/income taxes for employees and submit payment regularly. Individuals must file income tax returns. All corporations must file income tax returns, even if corporation is tax exempt.	—

Topic	Federal	State
Sales	—	Revenue (Taxation)
Unemployment Compensation	Dept. of Labor	Labor, Employment Security
Vehicles registration licenses operator's licenses inspections	Dept. of Transportation (L)	Motor Vehicle Bureau
Water	Environmental Protection Agency	Health
Workman's Compensation	Dept. of Labor	Industrial Board (Labor)

Local	Regulations	Services
#	Some states and/or local units have sales tax applicable to lodging and/or meals and/or items sold in camp.	—
—	Camps are exempt from paying Federal Unemployment Compensation taxes on employees who are full-time students. All camps must pay State Unemployment Compensation taxes unless specifically exempted by state law.	—
#	Regulations vary from state to state, and with type vehicle.	—
Health or Sanitation	Clean Water Act; Safe Drinking Water Act; licenses for operators of water systems required; water tests are often required; sewer systems are regulated; public water sources.	—
—	Insurance is required.	—

*Colorado and Michigan (Social Services). New Hampshire (Water Supply and Pollution) and New Mexico (Environmental Improvement Agency).

**Somes states do not administer the program directly, and the Regional USDA, Food and Nutrition Service office works with camps in those states.

APPENDIX C

National Organizational Resources

American Alliance for Health, Phys. Ed., Recreation and Dance
1900 Association Dr.
Reston, VA 22091
(journal)

American Camping Association
Bradford Woods
5000 SR 67 N.,
Martinsville, IN 46151-7902
(*Camping Magazine*, Catalog of Selected Camping Publications, accreditation, certification, conventions)

American Canoe Association
P.O. Box 248
Lorton, VA 22079
(journal)

American Red Cross
17th and E St., N.W.
Washington, DC 20036
(certification, publications)

American Water Ski Association
P.O. Box 191
Winter Haven, FL 33880
(magazine, certification)

Association of Experiential Education
CU Box 249
Boulder, CO 80309
(journal, conventions)

Canadian Camping Association
Suite 2, 1806 Avenue Rd.
Toronto, Ontario, Canada M5M 3Z1
(journal, conventions)

Christian Camping International
P.O. Box 646
Wheaton, IL 60187
(journal, conventions)

Camp Horsemanship Association
P.O. Box 188
Lawrence, MI 49064
(certification program)

Environmental Protection Agency
Washington, DC 20640
(President's Environmental Youth Awards)

National Audubon Society
950 Third Ave.
New York, NY 10028
(magazine)

National Field Archery Association
Route 2, Box 514
Redlands, CA 92373
(awards, certification)

National Recreation and Park Association
3101 Park Center Dr.
Alexandria, VA 22302
(journal, conventions)

National Rifle Association of America
1600 Rhode Island Ave., N.W.
Washington, DC 20036
(magazine, certification)

National Safety Council
444 N. Michigan Ave.
Chicago, IL 60611
(pamphlets)

National Wildlife Federation
1412 16th St., N.W.
Washington, DC 20036
(magazines, publications)

President's Council on Physical Fitness
Washington, DC 20201
(awards)

APPENDIX D

International Resources

These four agencies currently provide assistance to camps desiring international counselors for summer programs. For specific information, write the agencies.

Bunacamp
P.O. Box 49
South Britain, CT 06487

Camp America
102 Greenwich Ave.
Greenwich, CT 06830

International Camp Counselor Exchange Program
38 W. 88th St.
New York, NY 10025

International Camp Counselor Program
International Student Service
291 Broadway
New York, NY 10007

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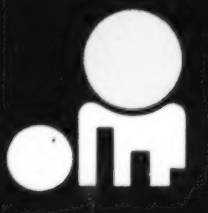
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